

Multicultural and Diverse Literature: An Analysis and Text Set Unit Plans

An Honors Thesis (HONR 499)

by

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Abstract

Literature is such an integral part of the human experience. It takes one to new places, different times, and helps one to experience life in the perspective of another. One can experience cultures and walks of life different than their own. Using this idea as a springboard, I looked into the importance of multicultural and diverse literature in today's elementary school classroom. After thought provoking research, I created multicultural and diverse text sets and accompanying unit plans for grades first through sixth. These text sets include high quality and culturally authentic children's literature in the form of picture books, chapter books, and graphic novels. All of the research and text sets were presented in the form of a PowerPoint presentation to preservice educators currently student teaching with the intention of influencing their attitudes towards multicultural literature. Each preservice educator completed survey questions both before and after the presentation with results graphed and analyzed.

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Process Analysis Essay

"If children never see themselves in books, they receive the subtle messages that they are not important enough to appear in books and that books are not for them. Conversely, if children see only themselves in the books they read, they come to the conclusion that those who are different from them are not worthy of appearing in books" (Boyd, Causey, & Galda 379). This quote from *Culturally Diverse Literature* was one of the first and most impactful messages I came upon when beginning research for my thesis project. It then became the driving force behind it. Within my thesis, I combined two of my passions: reading and diversity. The purpose of my thesis was to promote multicultural and diverse literature. Along with analyzing multicultural and diverse literature, I created six different text sets and accompanying unit plans for grades first through six with the intention of instilling in students acceptance and respect of those who are different from them.

At the beginning of my thesis project, I began by researching multicultural literature, its importance, and current trends relating to it. Research was obtained through periodicals and scholarly journals found in the collection at Bracken Library on the Ball State University campus. Combining two different definitions, multicultural literature is books made for children and young adults that emphasize "the value of worth of all cultures, especially minority ones" (CCBC and Gilton 19). Multicultural literacy helps foster within students their "view of themselves and their world" to become more positive and culturally accepting (Boyd, Causey, & Galda 379). As the numbers of white students decrease and the numbers of minority races increase, it is paramount that the literature used within the public school classrooms reflects this diversity (NCES). Nevertheless, these

books are not making it into the classrooms as can be seen in the Common Core Standards Appendix B; only a quarter of the books are multicultural and do not even represent the major minority populations of the United States (Boyd, Causey, & Galda 380).

Knowing the importance of multicultural literature and its lack of representation in the classroom, I wanted to create multicultural and diverse text sets for grades first through six. The ideas for the books within the sets came not only from the research I completed at the start of the project but also took place in response to my various experiences in the classroom throughout my last four years in college. About a fourth of the books within the sets were found by researching the following awards for multicultural and diverse literature: Coretta Scott King Award, Pura Belpre Award, Tomas Rivera Mexican American Children's Book Award, American Indian Youth Literature Award, Asian Pacific American Award For Lit, Arab American Book Award, Schneider Family Book Award, Batchelder Award, Stonewall Book Award/Barbara Gittings Literature Award (Boyd, Causey & Gilda 381-383). The literature found within the text sets encompasses the different elements of diversity: class, language, ethnicity, age, religion, exceptionalities, and gender. Each text set theme is based off of an Indiana Social Studies Standard appropriate for the grade for which it was planned.

Once the themes were decided upon, the unit plans began to form. A lesson plan was created for each book in a unit. Lower elementary grade text sets, grades first through third, are only composed of picture books. Upper elementary grade text sets, grades fourth through sixth, have a main text in the form of a chapter book with picture books as complementary and supplementary texts. In addition, the fourth through sixth grade texts are accompanied by a unit project to be completed as a summative assessment. Activities

within the lessons were based off of best practices learned during various courses and classroom experiences. I built activities that are developmentally appropriate for the students and foster critical thinking and problem solving skills. Each lesson plan has the following components: an objective, a list of materials, interdisciplinary connections, state standards, before reading activities, during reading activities, after reading activities, extensions, and real life applications. Due to the fact that I created the unit plans with the purpose of sharing them with other educators, activity resources are not included so teachers can add their own creativity and modify lesson activities for their classroom as they see appropriate.

Educators are constantly sharing ideas with each other and modifying these ideas for their students, as mentioned previously. I did not just want to create these text sets and unit plans for my own benefit; I wanted to share them with others so as many students as possible could be reached and impacted by them. In order to reach this goal, I requested permission to present my thesis to a group of 90 student teachers in Aldine Independent School District located in Houston, Texas. This location was chosen because not only was I student teaching within the district but also because of the diversity within the schools. The makeup of the students' ethnic backgrounds is as follows: 72.2% Hispanic, 23.8% African-American, 1.9% Anglo, and the other 2.1% composed of varying ethnicities such as Middle Eastern and Vietnamese (Aldine ISD Demographics). These text sets would be highly beneficial to the preservice educators in this particular district because they could implement them into their classrooms and witness the benefits of multicultural and diverse literature.

The presentation, in the form of a PowerPoint, took place at one of the weekly student teaching meetings and lasted a total of 20 minutes. A copy of the PowerPoint slides is located in Appendix C. The entirety of the research I had garnered and highlights from the text sets were presented to the students. My intent was to teach them the importance of multicultural literature and give them necessary resources to begin creating a classroom library full of multicultural and diverse literature. Impactful and thought-provoking statistics as well as a powerful TED Talk by were all used to evoke a more emotional response from the audience. I wanted to leave the audience wanting to make a change.

For the presentation, I created a pre-presentation and a post-presentation survey. These are located in Appendix D. The Ball State University Institutional Review Board (IRB) concerning human subject participation was consulted and the necessary documentation was arranged to evaluate the success of the presentation. An example of the consent form filled out by the pre-service teachers can be found in Appendix B. Pre-service educators were asked to complete a pre-presentation survey to gauge their attitudes on a scale of 1 to 5, with one being not important and 5 being very important, regarding the importance of multicultural and diverse literature as well as their experience with it. After the presentation, students were asked to complete a post-presentation survey to see if the presentation affected or changed their earlier attitudes. They were also given the opportunity to receive the text sets, unit plans, PowerPoint, and a guide from the Cooperative Children's Book Center at the University of Wisconsin-Madison (CCBC) to identify sexism and racism within children's books as a free benefit of participating in the study. A copy of the guide can be found in Appendix A.

Analyzing the surveys and looking at the graphed results, one can see that a positive impact was made from the presentation. Many pre-service educators came into the presentation realizing the importance of multicultural and diverse literature but not knowing how to incorporate it in their classrooms because they did not have much experience with it. After the presentation, 87% of the audience surveyed said they felt more confident about how to pick this literature genre for their classrooms. In addition, only one person said that they still did not know the importance of multicultural and diverse literature and would not strive to expose their students to it. Even though this was a little disappointing, my success rate was 98% of pre-service educators recognizing the importance of multicultural literature. Also, 80% of the student teachers wanted to receive the PowerPoint, lesson plans, or text sets book list.

As a whole, the completion of this thesis was very eye opening and impactful. I not only gained valuable knowledge about multicultural and diverse literature but also had a glimpse into what it means to create curriculum based off of highly researched literature and highly supported instructional approaches. Many of the resources used within the thesis will be implemented within my future classroom. The understanding I achieved from this project will continue to be nurtured throughout the years to come.

Multicultural and Diverse Text Sets with Accompanying Unit Plans

Book list

First Grade:

- We Are All Born Free by Amnesty International
- Marisol Doesn't Match by Monica Brown A Chair for My Mother by Vera Williams
- I Hate English! by Ellen Levine
- Grace for President! by Kelly DiPucchio

Second Grade:

- Stitchin and Pullin: A Gee Band's Quilt by Patricia McKissack
- My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete
- Last Stop on Market Street by Matt de la Pena
- Wanda's Roses by Pat Brisson

Third Grade

- The Name Jar by Yangsook Choi
- One Green Apple by Eve Bunting
- From North to South by Rene Colato Lainez
- The Matchbox Diary by Paul Fleischman

Fourth Grade

- One Crazy Summer by Rita Williams-Garcia
- We are all born free by Amnesty International
- Ruth and the Green Book by Calvin Alexander Ramsey
- When Thunder Comes: Poems for Civil Rights Leaders by J. Patrick Lewis

Fifth Grade

- Out of My Mind by Sharon M. Draper
- The Black Book of Colors by Menena Cottin
- Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson
- Thank You Mr. Falker by Patricia Polacco
- The Handmade Alphabet (ASL picture book) by Laura Rankin

Sixth Grade

- Return to Sender by Julia Alvarez
- Oskar and the Eight Blessings By Richard Simon
- The Name Jar by Yangsook Choi
- My Name Is Bilal by Asma Mobin-Uddin
- When Thunder Comes: Poems for Civil Rights Leaders by J. Patrick Lewis

Grade 1

Theme: Rights

IN Standard: SS 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

Objective: Students will identify and discuss their rights and responsibilities as a citizen of America and The World.

Texts:

1. We Are All Born Free by Amnesty International (Universal Declaration of Human Rights)
2. Marisol Doesn't Match by Monica Brown (Right to be yourself/an individual)
3. A Chair for My Mother by Vera Williams (Right to have a home)
4. I Hate English! by Ellen Levine (Right to speak your own language)
5. Grace for President! by Kelly DiPucchio (Right to dream and be who you want to be when you grow up)

Lesson 1: Universal Declaration of Human Rights

Standards: SS 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

ELA 1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.

ELA 1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELA 1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

ELA 1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

Art 1.6.4 Demonstrate thoughtfulness and care in creating artwork.

Objective: Using "We Are All Born Free" by Amnesty International, students will discuss rights and responsibilities and create an illustrated representation of these rights in the form of a collaborative poster.

Materials: "We Are All Born Free" by Amnesty International, YouTube "What are Child Rights?" by Unicef Australia: <https://www.youtube.com/watch?v=V1BFLitBkco>, poster paper, and crayons.

Before Reading: Watch the video "What are Child Rights?" by Unicef Australia. After the video, have students discuss the meaning of rights with their elbow buddy. Pick a few students to share what definition they and their partner decided upon. Tell them that you all will be reading, writing, and discussing rights this week. Introduce the book "We Are All

Born Free” by Amnesty International. Tell students you will not be reading the whole book but only certain pages that apply to them as children (Articles 1, 2, 17, 19, 20, 22, 27).

During Reading: Discuss each page after you read it, highlighting and explaining more difficult vocabulary like equal, freedom, peace, defend, and medical. Write these terms on the board so student can see them and hear them. Ask students questions like, “What do you think this means?” or “Brainstorm with your partner how we protect (or are able to have) this right?” or “By having this right, what do YOU have to do to keep it?” Have students work in partners or groups of three for these discussions and pick a few groups to share afterward. During reading, also discuss the illustrations. “What do you see in this illustration?” “How does the picture help you figure out what the right means?” “Do the people in the illustrations always look like you?”

After Reading: Ask students to hold up their fingers to how many of the rights they think they have as their own person (there were 7 articles in all). Now ask students to hold up their hand if they know anyone who does not have these rights. With their elbow buddy, discuss why people may not have as many rights as you. Tell students that they are going to break off into groups to create a big class “Rights Poster.” Each group will be given a different right and asked to draw an illustration. Everyone’s will look different because we are all different artists like in the book. Before the students break off into groups, have them help you come up with a list of rights on the board; these can be from the video, the book, or things they have heard. Break students in appropriately sized groups based off the number of rights on the board. Give each group a sheet of poster paper. Have the students work together to create an illustration for the right as well as write the right in their own words at the top of the paper. These poster papers would then be displayed in the room for the rest of the year.

Lesson 2: Right to be yourself

Standards: SS 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

ELA 1.SL.4.3 Give and follow three- and four-step directions.

ELA 1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Objective: Students will use correct grammar and spelling to write 1-2 complete sentences about what makes them unique.

Materials: “Marisol Doesn’t Match” by Monica Brown, whiteboards and markers, and Spanish words PowerPoint.

Before Reading: Explain to the students that you will be reading a bilingual book today and ask them if they know what bilingual means. Then, pull up the Spanish word PowerPoint. Have students go through it and guess, based off the pictures, what the word means in English. The Spanish words on the PowerPoint will be words found throughout the story.

During Reading: Page 3: Who remembers what the word fuego means? Define the word clash on page 5: Read the sentences preceding the word clash aloud again and have students think, pair, and share what they think the word clash means based on the clue in the sentence before. Page 8: Who remembers what the word perro means? Look at the illustration on page 8: What do you notice about Marisol's mom and dad? Text to self connection: Turn knee to knee and tell your partner your favorite subject. Predict on page 16: Give a thumbs up if you think Marisol can and will match. Give a thumbs down if you agree with Ollie and don't think that Marisol can and will match. Page 20: Can someone remind me what los piratas means? Think, pair, share on page 20: How is the plan to match going for Marisol? How do you think it makes her feel? How would you feel if you were Marisol. Page 26: What does abuelita mean again? Listen and draw on page 31: Have students go back to their desks and draw what the dog looks like based on the paragraph you read. Each student can make a guess on their picture as to what Marisol names the dog.

After Reading: Have a discussion about the word unique and what it means. Tell them that Marisol was unique and ask them in their table groups to discuss what made her this way. Tell students that each of them have a right to be uniquely themselves because they are all special and different in a good way. Have students talk with each other about what makes them unique. Then students will complete a writing prompt with the sentence starter: "I am unique because..." Students are expected to use correct spelling and grammar and illustrate their sentence(s) as well.

Lesson 3: Right to speak your language

Standards: SS 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

ELA 1.W.5 With support, conduct simple research on a topic.

Identify several sources of information and indicate the sources.

Organize information, using graphic organizers or other aids.

Make informal presentations on information gathered.

SS. 1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.

Objective: Students will conduct research on different languages and where it is spoken in the world and then orally present this information to the class.

Materials: "I Hate English!" by Ellen Levine, world map, word translation activity, pencils, sticky notes, iPads, and Google Translate.

Before Reading: Make a text-to-text connection between the book you are reading today and the book from the previous lesson. Today's book is about a girl who speaks Chinese while yesterday we read a book about a little girl who speaks Spanish. Make a list on the board of different languages the students know that people speak. Make a check beside languages the students have heard or know people personally who speak it. Ask students

to pay special attention to Mimi's (the main character) change in attitude or feelings throughout the story.

During Reading: Page 2: Pull out a world map and locate where you are, New York City, and China for students to have a visual representation of where settings are in the story. Look at the Chinese writing on page 5 and turn to your partner to describe what it looks like to you and also how it compares to words in English. Text-to-self connection on page 13: Who has been to the beach before? Text-to-self connection on pages 16 and 17: Are there words in English that you don't know? Give me a one for yes and a two for no. How does it make you feel when you come across a word you do not know the meaning of? How do you think Mimi feels? Last page: Discuss with your partner and another partner group about what happened to Mimi at the end. How did her attitude or feelings change? What language does she speak now?

After Reading: Break students off into groups of four. Each group will be given an iPad (or one each depending on how many you have), a language, and a list of words in English. Using Google Translate, they will translate the words from English to the language they were given. Have students listen to the pronunciation of each word and try saying it. They will need to pick one word out of their list to teach the class. Each group also needs to research where their language is spoken in the world. After an adequate amount of time, call students back together as a large group. Have each group place a sticky note on the world map where their language is spoken and label it. Then have the students with that language teach the class one of the words on their list. (Ideally, these words that are taught would be posted in the classroom with a visual and also be used daily for the next couple weeks so students actually learn them).

Extensions: 1) Have some members of the community who speak different languages come in and teach the children a few words, sing or teach them a song, or tell them a folktale native to their culture. 2) The book discusses Children's Day in China. Research other holidays around the world pertaining to children. Compare and contrast them in a large Venn diagram on the board. Bring in different foods particular to these celebrations.

Lesson 4: Right to have a home

Standards: SS 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

SS. 1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.

MA 1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.

ELA 1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

ELA. 1.6.W.1 Demonstrate command of English grammar and usage

Objective: Students will complete a quick write about their mother's chair using legible handwriting, correct spacing, and a command of English grammar and usage.

Materials: "A Chair for My Mother" by Vera B. Williams, poster board, photocopies of different chairs from the story, sticky notes, quick write sheets, crayons, and pencils.

Before Reading: Tell students that today you will be discussing the right to have a home and own the things in it. Have students talk to the person next to them and discuss what kind of things they have in their home. Make a list on the board and discuss of the things in their house, what is *theirs*? Ask them to think for a minute how we own things in our house and then have them share their thoughts. Talk about saving money and how we can save a lot of money to buy really big things in our house, just like a girl does in the story we are reading.

During Reading: On page 3, predict what the little girl and her family is saving money for. Have a few students share their predictions. Make a connection on page 8: Discuss moving to a new place and take a poll on how many of your students have moved before. Engage the class on a discussion of how the neighbors reacted in the story to the new neighbors and the kind of neighbors they have had when moving to a new place. Make a text-to-text connection on page 11: In knee to knee partners, have students discuss how Goldilocks and Grandma are similar in the situation presented on that page.

After Reading: Ask students what would happen if their neighbors had not given them furniture for their apartment? Would they have been able to afford a comfortable chair? Break students into small groups of four and have them talk to each other about why the right to have a home and things in it is important. Walk around during this time to supervise the discussions. Bring students back together and tell them that even though you know what chair the little girl picked in the story, as a class, you are going to create a bar graph and vote on the kind of chair you would get for your mother. Photo copy the store page with the different chair examples on it and glue them on bottom of a poster board. Using sticky notes, have students come up a few at a time and make their choice. Discuss the totals and how you would read the bar graph. Then, students will complete a quick write by finishing the sentence: "My mother's chair is..." and drawing an appropriate illustration.

Lesson 5: Right to dream and be what you want to be when you grow up

Standards: SS 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

ELA 1.W.5 With support, conduct simple research on a topic.

Identify several sources of information and indicate the sources.

Organize information, using graphic organizers or other aids.

Make informal presentations on information gathered.

ELA 1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

SS 1.4.3 Compare and contrast different jobs people do to earn income.

FA 1.8.2 Imitate or create people, creatures, or things based on observation.

Objective: Students will complete a research project on the career they want when they grow up and present this information in the form of a role-play activity.

Materials: "Grace for President" by Kelly DiPucchio, jigsaw activity pages, kid friendly dictionaries, "What I Want to be When I Grow Up" writing prompt, and job description worksheet.

Before Reading: Ask students if they know what a president is or what they do. Ask students if they know who is the current president of the United States. There will be words within the story they do not know: democracy, campaign, equality, and slogan. Divide students into four groups and complete a jigsaw activity. Each group will be given one of the four words and asked to work together to complete a word four square on it. Give each group access to kid friendly dictionaries. Each member must make his or her own copy of the four square. The four square will include a box for the definition in their own words, a box for a picture, a box with the word in a sentence, and a box for examples and non-examples. Once each group has finished their sheets, new groups will be formed with members from each different word group. Each member will explain their word using their four square sheet.

During Reading: On pages 1 and 2, ask students if they can name any of the presidents on the page. On page 4, have students discuss with a partner why they think there have never been any girl presidents. Engagement check on page 6: Have students give thumbs up if they would run for president and a thumbs down if they would not run for president. On page 10, do not read the rest of the page after Robbie says he got Michigan. The concept of electoral votes is too abstract for first graders and should be taught in upper elementary grades. On page 12, create a large class Venn diagram to compare and contrast Grace and Thomas's campaign promises. On page 12, have students making a text-to-self-connection by brainstorming with their partner and another partner group what kind of promises they would make if they were running for class president. Text-to-self-connection page 16: Raise your hand if you have ever been to a parade. Predict on page 26: Hold up a 1 if you think Grace will win. Hold up a 2 if you think Thomas will win. Using text evidence or information from the book, tell your partner why you think the person you voted for will win.

After Reading: Students will complete a writing prompt of "What I want to be when I grow up" and illustrate it with a picture of themselves in that career. Send home a job description worksheet with questions about the job they want and have parents help them find or tell them the information: schooling needed, skills needed, where you would have to live for that job, and what kind of place you would work in (like office, school, hospital, etc.). Have students come to school the next day dressed as what they want to be when they grow up and give a presentation of the job description.

Extensions: Have a career day at school. Send parent letters home and asking parents to come in and discuss their jobs. Have other community members come in as well. Make sure to have a variety of different people and jobs represented.

Grade 2

Theme: Community

IN Standard: SS 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

Objective: Students will analyze how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

Texts:

1. Stitchin and Pullin: A Gee Band's Quilt by Patricia McKissack (community of those throughout the generations)
2. My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete (including those with autism in the community)
3. Last Stop on Market Street by Matt de la Pena (city community and helping community with the soup kitchen)
4. Wanda's Roses by Pat Brisson (community garden and helping each other out)

Lesson 1: A community of those throughout the generations

Standards: SS.2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

MA.2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.

ELA.2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.

ELA.2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

Objective: Students will create a unique quilt square that represents them to be a part of a larger classroom community quilt.

Materials: "Stitchin and Pullin: A Gee Band's Quilt" by Patricia McKissack, map, poster board, markers, crayons, colored pencils, glue, construction paper, and other crafting supplies.

Before Reading: Have students talk in small groups about their families and traditions they have within their families like birthdays, Christmas, weekend, or vacation traditions for

example. Introduce quilting as a family tradition. Show students actual pictures of the Gee Bend quilts and where Gee Bend is located in Alabama. Tell them you will be reading poems about a community of family members through generations who have a quilting tradition that tells the story of their lives.

During Reading: You will only be reading 5 poems to the students: "Gee's Bend Women," "Remembering," "Colors," "An Understanding Will Come Later," and "Finished." During the reading of "Gee's Bend Women," ask the students to discuss the community of Gee Bend. Who are the women? Text-to-self-connection: who are the people in your community that these women made you think of? During the reading of "Remembering," discuss personification. Ask the students how cloth can have a memory. Have them talk to their partner about any pieces of fabric or clothing they have at their house that makes them remember a time or event in their lives. Complete a dramatic reading of "Colors." Give students assigned lines and have them practice before presenting to the class. After the presentation, have students complete a quick write in their reading journals on the carpet about what color they would be and why. They can pick a color from the poem or choose a different color not read. During the reading of "An Understanding Will Come Later," have students discuss the title of the poem and the last line. Ask the students to use text evidence from this poem or the previous poems to answer the following questions: Why do you think the women have a community quilt? During the reading of "Finished," have the students discuss in small groups of 3 or 4 how the little girl feels now that she is done. Have them share how they would feel if they were the character.

After Reading: Students will create a quilting square that represents themselves. Each of these squares will then be "stitched" together to create a class community quilt. Students will be put into groups of four and asked to measure out a piece of poster board so they each get the same sized piece of "fabric" on which to design their quilting square. The teacher should create a square as well as should any paraprofessionals or volunteers who are in the classroom.

Extensions: Have quilters come in and talk about their quilting traditions: who did they learn to quilt from, when did they start, what kind of quilts to they make, what meanings/memories are in their quilts, etc.

Lesson 2: Including those with autism in the community

Standards: SS 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. MA.2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.

2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that:

Include a beginning.

Use temporal words to signal event order (e.g., first of all).
Provide details to describe actions, thoughts, and feelings.
Provide an ending.

Objective: Students will compose a letter to the author of the book discussing how it helped them become more accepting of those with autism.

Materials: "My Brother Charlie" by Holly Robinson Peete and Ryan Elizabeth Peete, poster board, markers, sticky notes, colored paper squares, pencils, letter writing paper, envelopes, and stamps.

Before Reading: Since the reading will be about a brother and a sister, make a bar graph of the siblings your students have. Give them a sticky note for each sibling and have them write each sibling's name on a sticky note. The students will then place each of their sticky notes on the correct part of the bar graph: sister or brother. Introduce the story to the students and tell them it will be about a brother and a sister, except there is something extraordinary about the brother that they will find out during the story.

During Reading: On pages 7 and 8, ask the students to analyze the illustration: Does Charlie look different from his sister? So what do we think is different about him? Why? On pages 9 and 10, have a grand discussion about autism. Ask students if they know anyone with autism. Explain what autism is to the students. On pages 29 and 30, discuss "Charlie Blessings" and what the words blessing and blessed means. Give students each a colored little square of paper. Have them write a blessing that they have been given whether that be something in their family or how others in the class bless them. These could be put on a bulletin board called "Charlie Blessings" and be added to throughout the year.

After Reading: Students will compose a letter to the author of the book, Ryan. Along with her mother, Ryan wrote the book in honor of her brother who has autism, to help spread awareness of people with autism and how to be more accepting of them. To preface the letter writing, read the notes from the authors in the back of the book, especially the one that Ryan wrote. It gives some helpful ideas for being more accepting of students with autism. Then, have the students complete their letter writing. Tell them to focus on how the book helped them become more accepting of those with autism. If they would like, they could even add an idea about how they would include someone with autism in their classroom and how the book helped them create this idea.

Lesson 3: Community Service to those less fortunate

Standards: SS 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
ELA.2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
ELA.2.W.4 Apply the writing process to generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice);

edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

Objective: Students will create and revise action plans on how to volunteer within their school.

Materials: "Last Stop on Market Street" by Matt de la Pena, pieces of paper with different modes of transportation written on them, tape, anchor chart paper, pencils, markers, and poster board.

Before Reading: Play a version of four corners with the students with various pieces of paper taped in different spots in the classroom. These papers will have different ways that students can get to school like the following: bus, car, walking, or bike. Have the students go to the paper that tells how they get to school. While still in their groups, tell the students that they will be reading a story where a little boy and his grandma take the city bus to a special place. Ask the students to discuss in their groups if they have first, ever taken a city bus or second, if they have ever volunteered anywhere in the community to help those in need. Have them elaborate upon their answers within their groups. Call them back to the carpet and tell them that just like the book they read earlier in the unit, this book will have a lot of personification. Have them touch their noses every time they hear something acting like a human that is not human.

During Reading: On page 10, discuss the people on the bus and how they students think each one contributes to the community that they are a part of. On pages 11 and 12, ask the students to predict with their elbow buddy where they think Nana and CJ are headed. On page 13 and 14, ask the students if they have ever met someone who is blind. Have them close their eyes and just listen to the world around them. After about a minute, have the students share what they heard and how they could "watch the world with their ears." On pages 17 and 18, have the students think about if music has ever made them feel the way it is making CJ feel. On the last two pages, ask students if their prediction about where Nana and CJ were going was right. Let the students get into groups of 3 or 4 and discuss how volunteering helps the community and how does it help them as the volunteer?

After Reading: Students will create an action plan on ways that they can volunteer in their school. Put students into groups of four or five and have them first brainstorm ways that this could be done. Where do people need help in their school or around their school in the community? What are ways they could improve their school or the area around it? Have them list their ideas and a plan to achieve their top 3. Once all the groups have finished, switch the chart paper between the groups. Each group will look at another group's ideas and plans and add their own suggestions. Keep doing this until everyone has written on each other's chart paper. Have each group get their own action plans back and see what others have suggested. Each group will then pick one idea, create a poster presenting their idea and plan, and then present this information to the class. After each group presents, vote on what idea the students would like to do in or around the school and then complete it!

Extensions: Community volunteers could come into the classroom and share about ways to volunteer in the community. Create a volunteer club at school.

Lesson 4: Creating a community space where everyone is welcome

Standards: SS 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. SS 2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there.

Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.

2.LS.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

2.W.5 With support, conduct short research on a topic.

Find information on a topic of interest (e.g., cardinals).

Identify various visual and text reference sources

Organize, summarize, and present the information, choosing from a variety of formats

Objective: Students will create and draft a plan for a community garden at their school.

Materials: "Wanda's Roses" by Pat Brisson, iPads, notebook paper, pencils, and crayons/markers/colored pencils.

Before Reading: Take a poll on how many students have ever tried to grow anything; it could be in school or at home in their garden. If you have a community garden in your area, ask the students if they have ever visited it. Introduce the story to the students: This will be a story about a little girl who inspires her community to work together to accomplish a goal. Ask the students to talk to their knee-to-knee partners to predict the goal of the community.

During Reading: On page 7, ask the students what the phrase "If that's a rosebush, then I'm the queen of the England." Introduce the concept of sarcasm and how it is conveyed in a book. On page 13, have the students discuss the following with their elbow partners: Why don't you think people believe Wanda? Use evidence from the story. On page 16, ask the students what flowers and plants need to grow. On page 19, have the students predict what will happen at the tea party. Will there be a rose bush? Why or why not? On the last page, have the students discuss what happened in the story. What did the lot look like at the beginning of the story versus the end of the story? How did it change?

After Reading: Ask the students if they think the community they live in could have a community garden? Where would they put it? Each student will draft a plan for a community garden. First have them research what kinds of plants would grow best in their area and how to build a garden. On their drafting plans, make sure the students include the size of the gardens, types of plants, where they would plant the garden, how they would

build it, and who they would need to help. Students will then share their ideas with a group and discuss how the gardens will impact and affect the community.

Extensions: Actually plant a community garden on the school grounds. Let other classes help and divide the responsibility of taking care of the garden. Have a groundbreaking ceremony for the garden and invite the community to join.

Grade 3

Theme: Immigration

IN Standard: SS 3.1.9 Define immigration and explain how immigration enriches community.

Objective: Students will analyze and describe immigration and how it makes the community better.

Texts:

1. The Name Jar by Yangsook Choi (comes from Korea--significance of name and enriching community with her Korean culture)
2. One Green Apple by Eve Bunting (comes from middle eastern country--finding similarities between American culture and her culture)
3. From North to South by Rene Colato Lainez (immigration from Mexico and then deportation because here illegally)
4. The Matchbox Diary by Paul Fleischman (immigration of grandfather from Italy)

Lesson 1: Being a friend to those coming from other countries

Standards: SS 3.1.9 Define immigration and explain how immigration enriches community.

SS.3.3.7 Compare the cultural characteristics of their community within communities in other parts of the world.

3.W.3.2 Write informative compositions on a variety of topics that –

State the topic, develop a main idea for the introductory paragraph, and group related information together.

Develop the topic with facts and details.

Connect ideas within categories of information using words and phrases.

Use text features (e.g., pictures, graphics) when useful to aid comprehension.

Provide a concluding statement or section.

Objective: Students will create a writing piece about what it means to be a friend to those coming from others countries paying special attention to the writing process.

Materials: “The Name Jar” by Yangsook Choi, iPads or computers for research, name books, pencils, writing paper, and Chinku symbols for students to cut out and to trace.

Before Reading: Ask the students if any of them know what their name means. If they know, have them share it with the class. Give students the opportunity to look up the meaning of their names on the computers, iPads, or in the name books. Tell them they may ask their parents at home tonight if their names have special meanings since sometimes we are named after relatives. Introduce the book to the students. Tell them it is about a young girl who moves to a new country from Korea and faces some problems.

During Reading: On page 3, talk to your elbow buddy and predict where Unhei and her family are going. On pages 4 and 5, have students discuss how they think Unhei feels. Tell them to use text evidence as well as the illustrations. How would you feel if you were Unhei? On page 7, ask the students what they think "Pick a name means." On page 17, let students examine and analyze the illustration of the stamp. Blow it up on the screen if you find it necessary. Let them ask questions if they have any. On page 23, have student infer why they think Joey was at Mr. Kim's store. On the last page, ask students to give examples of the way that Joey was a friend or a chinku to Unhei.

After Reading: Using the Korean symbol for chinku as a springboard for inspiration, the students will create a writing piece about what it means to be a friend, especially to those coming from a new country. They may write their description of being a good friend on plain notebook paper or on paper with a faded chinku symbol in the background. Have them share their writings with a friend. Upon completion, give students the opportunity to practice writing the chinku symbol in Korean.

Lesson 2: Finding similarities between those who are different from us

Standards: SS 3.1.9 Define immigration and explain how immigration enriches community.

Art.3.6.2 Create artwork that communicates personal ideas and experiences.

ELA.3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Objective: Students will create a puzzle piece that describes them as one part of a larger whole.

Materials: "One Green Apple" by Eve Bunting, Youtube video:

<https://www.youtube.com/watch?v=ZXa8cO9mXFk>, blank puzzle with a large apple shape drawn on it, and sharpie markers/crayons/colored pencils.

Before Reading: Have students first watch the "English is Crazy!" video by AsapTHOUGHT on Youtube located at <https://www.youtube.com/watch?v=ZXa8cO9mXFk>. After watching the video, in small groups, have students discuss a matter brought up in the video: How difficult would it be for someone to move to America and learn English? How did they learn English? Next, show them the cover of the book. Ask the students to predict what they think the story will be about based on the cover's illustration.

During Reading: On page 4, explain what a dupatta is and why some people wear it. On page 12, look at the illustration: What is everyone thinking? Why? On page 14, ask the students why they think Farah is hesitant? On page 22, how have Farah's feelings changed through the story? Why? On the last page, have students discuss with their elbow partner what "outside-myself word" means.

After Reading: Give each student a blank puzzle piece. Have them write their name and words that describe them on it. They can color it any way they would like. After, have the students work together to create the puzzle. When they finish, it will be a giant apple puzzle. Explain to them that each student is a part of the puzzle like Farah's green apple described her individuality. Once they put the puzzle together, they created something beautiful that represents all of them like the apple cider in the story.

Extensions: If there are ESL students in your school, have them come and share their first language with the students and a little bit about their background: where they came from, the name of their language, why their family came here, or what is unique or special about their culture. They could even bring in photographs if they would like!

Lesson 3: How Mexican culture enriches our community

Standards: SS 3.1.9 Define immigration and explain how immigration enriches community.

3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.

3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.

Objective: Students will investigate and write about the life cycle of a plant.

Materials: "From North to South" by Rene Colato Lainez, tin cans, soil, plant seeds, blank paper, map of North America, paint, growth recording journals, and a simple Spanish words list.

Before Reading: Explain to students how a bilingual book is made. Ask if any of them have read one or if they know any Spanish. Connect to the video watched yesterday and explain how bilingual books can help students learn English if they know how to read Spanish. Take a picture walk of the story. Discuss the illustrations and have the students predict in knee to knee partners what the story will be about.

During Reading: On page 4, ask the students if they know what "Buenas noches" means (goodnight). On page 7, discuss the meaning of immigration papers. On page 8, pan dulce means sweet bread. Show the students a map of North America, focusing on California and Mexico. Show the students how far Jose and his father had to travel to go see his mother. Explain what a border is and ask students to make a text to self connection and tell if any of them have been to Mexico before. On page 15, muchas gracias means many

thanks. Have students practice saying this to each other. Have the students use text evidence to discuss if momma was able to take anything with her when she went to Mexico. On page 19, have the students get in small groups and discuss the following: What kind of place is this where momma is living? Where are all these children's parents? On page 20, play the "seed game" with the students and have them complete the kinesthetic movements like Jose and his friends. On page 29, bring to the students' minds how often they have mentioned getting papers throughout the story. What does that mean again? Predict: When do you think momma will be able to come home?

After Reading: Students will create flower pots just like the students in "From North to South." Give them the opportunity to paint and decorate their tin cans. Encourage them to paint/write Spanish words on their containers to tie it to the story. Then, they will plant their seeds. Let the students choose how much soil to put in their containers as well how much to water their plants every day. Allow students to choose where to put their plants in regards to the amount of sunlight received each day. Have students record their decisions and growth rates every day. At the end of the investigation, students will have discovered what a plant needs to grow and develop.

Extensions: Bring in pan dulce and/or tortillas for the students to try. Explain how they are made and how they were brought to the US from the Spanish and Mexican cultures. Have students research other recipes from around the world. If able, they could make the recipes at home and bring them in to share with the class.

Lesson 4: Our own family immigration history

Standards: SS 3.1.9 Define immigration and explain how immigration enriches community.

ELA.3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELA.3.W.5 Conduct short research on a topic.

Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).

Locate information in reference texts, electronic resources, or through interviews.

Recognize that some sources may be more reliable than others.

Record relevant information in their own words.

Present the information, choosing from a variety of formats.

Objective: Students will research their family history and create a family tree to present this information.

Materials: "The Matchbox Diary" by Paul Fleischman, a family tree example, lined papers, and pencils.

Before Reading: Explain that they will be talking about family trees and ancestors. Show them a family tree and explain how it can show someone their family history. Introduce

the story to the students. It will be about a young girl's great grandfather who immigrated from Italy to start a new life in America.

During Reading: Tell the children to pay attention to illustrations and notice how they tell the time period. On page 3, ask the students the following: What is a diary? Do you have one? What do people write about in diaries? Have you ever read a diary? On page 14, have the students discuss if a diary has to be written down to be a diary. Why or why not? On page 17, have the students make a text to self connection: Have you ever sailed on a ship or a boat before? What was it like? If no one as, ask students to infer based on the story and the illustrations. On page 21, have the students discuss in elbow buddies the following: Who were the button hook men? What did they do? On page 27, connect the grandfather's story to the big wave of Italian immigration to the US in the 1890s and early 1900s. On page 31, discuss why the parents and the children argued. Would children these days have to work like children did in the past? Why or why not? On the last page, put the children in groups and have them analyze the illustration and discuss what is occurring. What is the little girl doing? Infer why she is doing that. In the same groups, have the students think about the questions posed before the story: what did the illustrations tell us about the time periods/settings of the stories?

After Reading: The students will interview one or more members of their family about their family history. Prior to the interview, have students create a series of questions to ask. Give the students a few starter questions like the following: Where did our family come from? When did we first come to America? What does our last name mean? What does our family tree look like? Let students discuss possible other questions with their tablemates. Once the students have written down all their interview questions, give them a couple days to interview family members of their choosing. Once they have all completed their interviews/research, give them a couple more days to create a representation of their family tree with highlights from the their interviews on the poster as well. Have the students present their family tree and interview highlights to the class.

Extensions: Let older family members of students come in and share stories about their life growing up. Also invite older community members not related to students come and share their stories as well.

Grade 4

Theme: Civil Rights

IN Standards: SS.4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

SS.4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Objective: Students will demonstrate their knowledge of individual rights in regards to Civil Rights Movements.

Texts:

MAIN TEXTS

1. One Crazy Summer by Rita Williams-Garcia (Civil Rights Movement) (freedom of speech)

COMPLEMENTARY TEXTS

2. We are all born free by Amnesty International (Universal Declaration of Human Rights)
3. Ruth and the Green Book by Calvin Alexander Ramsey (Civil Rights Movement)
4. When Thunder Comes: Poems for Civil Rights Leaders by J. Patrick Lewis (freedom of speech and Civil Rights Movement)

Lesson 1: Human Rights--Complementary Text

Standards: SS.4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

SS.4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

ELA.4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

Art.K.3.2 Construct possible meanings in works of art based on personal response and properties in the works.

ELA.4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Objective: Students will analyze articles of "The Universal Declaration of Human Rights."

Materials: "We Are All Born Free" by Amnesty International, reading journals, pencils, and US Constitution First Amendment print out.

Before Reading: Read the First Amendment of the US Constitution aloud to the students. Then, have them read it silently to themselves and highlight any words they do not know. Have them think-pair-share with a partner to discover the meaning of the words they highlighted. As a group, discuss the meaning of the amendment and what it means to the students. Have the students complete the following quickwrite in their reading journals: Write the First Amendment in your own words. Once they are finished, introduce the book to the students. Tell them it will about Human Rights, or things all people should have just because they are a human. Each article, or element, of the Declaration has illustrations drawn by artists from all over the world.

During Reading: Read to students only articles 1-5, 9, 19, 20, 23, and 30. Have the book available throughout the unit so students can read the other articles and analyze the illustrations more closely. Discuss each page after you read it, highlighting and explaining

more difficult vocabulary like equal, freedom, peace, defend, and medical. Write these terms on the board so student can see them and hear them. Ask students questions like, "What do you think this means?" or "Brainstorm with your partner how we protect (or are able to have) this right?" or "By having this right, what do YOU have to do to keep it?" Have students work in partners or groups of three for these discussions and pick a few groups to share afterward. During reading, also discuss the illustrations. "What do you see in this illustration?" "How does the picture help you figure out what the right means?" "Do the people in the illustrations always look like you?"

After Reading: Students will analyze the different the articles they read from The Universal Declaration of Human Rights. Have students think of all the articles they just read and let them refer back to the text if necessary. Ask them to consider the following: Thinking back to the past, what groups of people did not have these rights? In their reading journals, they will make a list of these groups. Students will also write the definition of "rights" in their own words underneath their list.

Lesson 2: Civil Rights Movement of Black Panthers--Main Text

Standards: SS.4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

SS.4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

ELA.4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

ELA.4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

ELA.4.RV.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

ELA.4.SL.4.2 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

ELA.4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Music.4.6.4 Establish a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.

Objective: Students will create an individual project from a list of choices that demonstrate their knowledge of Civil Rights.

Materials: "One Crazy Summer" by Rita Williams-Garcia, Computer, Overhead projector, Reading journals, pencils, various craft items, posters, iPads, Youtube video:

https://www.youtube.com/watch?v=hZ_eijoFiU8, Youtube video:

https://www.youtube.com/watch?v=Fy_JRGjc1To, Go-Go pictures, dry erase markers, dry erase boards, dry erase erasers, student copies of "I Birthed a Black Nation" poem from the

novel, and the internet link: <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>.

Before Reading: Show the students the following video:

https://www.youtube.com/watch?v=hZ_eijoFiU8. Have them pay special attention to what the Black Panthers did and their goal. Stop the video at 5:44 and discuss what the students noticed. First, have them talk to their elbow partners and then have a few pairs share what they discussed. Introduce the novel to the students. It will be a historical fiction novel about the Black Panthers from the perspective of a girl their age. The Black Panthers were fighting for their rights because they did not have all the rights we discussed yesterday. Tell them you will be reading a few chapters each day and they will be completing reading responses after each reading. At the end, they will create a project showcasing all that they learned about the Civil Rights Movement of the Black Panthers.

During Reading: Encourage students to write in their reading journals whenever they have a thought about the reading or they make a connection. Recommended pacing guide is a reading a day. The reading will be broken up into sections as follows with discussion questions throughout and reading responses after each section:

Reading 1: Pages 1-22. On page 7, ask the students to do a character analysis in their reading journals. Who are these people? What are their personality traits? On page 13, discuss the meaning of the metaphor: "spin too much straw." On page 14, have students share their feelings about what Delphine said about the meaning of the different names we call our mother. Reading Response: Have students write other observations or traits on their character analysis charts.

Reading 2: Pages 23-48. On page 33, with your small group, compare Cecile to your parents. Would they allow you to go and get food down the street by yourself in a place you have never been before? On page 42, have the students update their character analysis charts. Who is Cecile? How does Delphine feel about her? Reading response: Predict what Cecile's ink and papers are for?

Reading 3: Pages 49-67. On page 55, have students discuss the following: Why did Cecile leave her family? Did you catch it? On page 59, have students listen to a snippet of "Unforgettable" by Nat King Cole at https://www.youtube.com/watch?v=Fy_JRGjc1To. On page 62, explain to students the meaning of a "Go-Go" and show them pictures of "Go-Go" outfits. Reading Response: What is the meaning of colored versus black? Why? Using what you know about the Black Panther movement, what is wrong with Fern having a white baby doll?

Reading 4: Pages 68-85. On page 76, before reading aloud the meaning of Cecile's poet name, have students brainstorm what it might mean and then share with a partner. Reading response: Read the paragraph on page 80 about the meaning of a name again to students. Have them draw what they want to come to mind when

people hear their name. What about when you hear the word mom? Write a 3-5 sentence explanation of your drawings.

Reading 5: Pages 86-110. On page 94, discuss the following: Why did Vonetta do that to Fern's doll? How has Vonetta changed since you first met her in the beginning of the book? On page 105, have students predict what will happen? Why do you think Delphine will be able to cook or why do you think she won't be able to? Reading response: Complete a Venn Diagram on Cecile and Delphine.

Reading 6: Pages 111-125. On page 113, stop after you Delphine thinks, "Thank goodness you can't see cherries in a chocolate bar." Ask students what part of speech this is (metaphor). What does it mean? On page 120, have students think-pair-share about the following: Why did the girls count the colored people they saw on TV? What were they looking for, do you think? **Complete Lesson 3 and then students will complete their reading response. Reading Response: Students will complete a reading response in their reading journals. They will write about connections they see between this story and "One Crazy Summer." Have them also think and write about one of the following questions: How would you feel if you had to have a book like this telling you where you could and could not go when you traveled? How do you think the trip in "One Crazy Summer" to go see Ma would have been different had Pa and the girls had the Green Book?

Reading 7: Pages 126-145. On page 133, have students discuss in small groups why they think Delphine is afraid and if they would or would not be afraid. Have them predict what will happen if the girls stop going to the center. For the prediction, put four different options on paper around the room: Cecile will send them home, they will be forced by Cecile to go, the Black Panthers will kidnap them until they agree to become Panthers, or they will run away to Disneyland. Students will go stand by the prediction that they think is correct. Pick a few students to explain why they chose what they chose. On page 137, analyze the metaphor "eating crow." Why does Delphine feel like that? Make a connection to your own life: Draw a quick sketch on your whiteboards of a time you felt like you had "eaten crow." Reading response: Write a short summary of the book so far in seven sentences or less. Make sure you identify the major plot and themes.

Reading 8: Pages 146-167. On page 158, talk to your elbow partner about what you think Fern saw. Reading response: Pick a character and describe how she is feeling right now. How do you feel? Infer why Cecile is going to jail.

Reading 9: 168-191. On page 175, discuss with your small group why you think the girls are cleaning up the mess even though Cecile has never been a good mother to them. On page 181, think back to the reading yesterday and our discussion about what you think Fern saw when the girls were on the bus on the way to San Francisco. Discuss with the same elbow partner from yesterday about if you would change or modify your original thought and why or why not. Reading response: Is

Delphine more of an adult or more of a child? Explain your reasoning using evidence from the text.

Reading 10: 192-The End. On page 196/197, give students each their own copy of the poem by Nzila, "I Birthed a Black Nation." Complete a dramatic choral reading of the poem. On page 199, compare your prediction of what Fern saw to what she actually did see. Did you expect that? Why or why not? Reading response: How do you feel about the end? Is there anything else you want to know about what happened after?

After Reading: **Students will not complete this part until after completing Lesson

4.** Students will get to choose from the following projects to complete at home and then present at school:

1. In an interview, a former Black Panther named Kathleen Cleaver said about the Black Panthers movement, "We were doing to politics what Jimi Hendrix was doing to music. We were changing the volume, changing the rhythm." Put together a list of ten songs that reflect the 1960s, the other books we read, and/or scenes from "One Crazy Summer." Write at least 2-3 sentences about how the song connects to the books and the time period. Choose a song from the list and present it to the class on the day the project is due. Explain your reasoning for choosing the song and its connection to the unit.
2. Cecile (poet name Nzila) wrote poetry during the same era as Nikki Giovanni, Sonja Sanchez, and Lucille Clifton. Pick a poet from the 1960s and one of his/her poems. Analyze the poem and complete a short biography on the poet. Present a dramatic reading of the poem to the class on the day the project is due.
3. The 1960s was a decade full of change and protest. Each protest had its own message. Supporters carried signs and wore buttons. Some messages use words and others included a logo. Research the signs and logos from a Civil Rights Movement from between 1940-1970. Create a visual representation (drawing, statue, video, etc.) from the movement. Present a quick summary of your movement and what they were fighting for as well as your visual on the day that the project is due.
4. Looking back at the "Universal Declaration of Human Rights" pick one of the articles and create your own illustration of the meaning of the article. A copy of the rights can be found at: <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>.
5. Cecile (poet name Nzila) wrote poetry and the three girls recited poetry at the rally. We also read multiple poems about various Civil Rights leaders. Write your own poem about one of the following: your favorite part of the book, your biggest takeaway from this unit, what Civil Rights means to you, or how you can support others in their fight for rights.

Lesson 3: A Reason for the Movement--Complementary Text

Standards: SS.4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

SS.4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present. _

ELA.4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

ELA.4.RL.4.2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Objective: Students will write about a text to text connection they make between "One Crazy Summer" and "Ruth and the Green Book" in their reading journals.

Materials: "Ruth and the Green Book" by Calvin Alexander Ramsey, reading journals, pencils, computer, overhead projector, and copy of a 1956 authentic Green Book online at: <http://digital.tcl.sc.edu/cdm/compoundobject/collection/greenbook/id/88>.

Before Reading: Introduce the picture book to the students. Explain that they will be connecting what they learn in this story to what they just read in the last chapter about Pa, Delphine, Fern, and Vonetta's trip to see Ma. They will learn about how African Americans had to travel before they had rights. Analyzing the cover of the book and what you know about the road trip we just read about, have students predict with their elbow buddies how the trip will go.

During Reading: On pages 8 and 9, discuss what happened in the hotel with man behind the desk? Why? On pages 10 and 11, knowing what you know about the south, predict what will happen as they drive farther south. On page 15, think-pair-share about Ruth's questions. How would you answer them? On page 22, what is making Ruth and her family so happy? Analyze why and how as their attitude has changed since the beginning of their trip. On page 30, read "The History of *The Negro Motorist Green Book*" aloud to the students. Go to

<http://digital.tcl.sc.edu/cdm/compoundobject/collection/greenbook/id/88> and students can see an authentic Green Book from 1956.

After Reading: Students will complete a reading response in their reading journals. They will write about connections they see between this story and "One Crazy Summer." Have them also think and write about one of the following questions: How would you feel if you had to have a book like this telling you where you could and could not go when you traveled? How do you think the trip in "One Crazy Summer" to go see Ma would have been different had Pa and the girls had the Green Book?

Lesson 4: Freedom of Speech--Complementary Text

Standards: SS.4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

SS.4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

ELA.4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

ELA.4.SL.4.1 Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

Objective: Students will analyze different poems about Civil Rights Leaders and present the poem and their findings to the class.

Materials: "When Thunder Comes: Poems for Civil Rights Leaders" by J. Patrick Lewis, reading journals, and pencils.

Before Reading: Explain to student that you will be reading four poems about Civil Rights leaders that connect to "One Crazy Summer." Ask students to explain how poems and civil rights connect to the novel. Read the students the introduction to the book to model how they should read poetry. Then, put the students into four groups and give each group a poem. Students will read the poem as a group and decide how to present it to the class. They will then analyze the poem using teacher facilitated discussion questions.

During Reading: Group 1--"The activist" about Coretta Scott King. Questions: What is an activist? What is the meaning of the poem? What do the different fonts in the poem mean or signal? Group 2--"Freedom Summer" about James Chaney, Andrew Goodman, and Michael Schwerner. Questions: Why were the three men killed? Look at the title and draw conclusions. What is the meaning of forlorn? What meaning do you take from the last sentence of the poem? Group 3--"The First" about Jackie Robinson. Questions: Look at the illustration and the title before reading the poem. Who or what is this poem about? After reading, what is the meaning of the poem? How can we connect Jackie Robinson to Civil Rights? Group 4--"The Child" about Sylvia Mendez. Questions: What is the meaning of this poem? This poem is about a Mexican-Puerto-Rican-American but what comparisons can we make to African Americans and what Delphine, Fern, and Vonetta experienced in the novel?

After Reading: Students will present their poems and analysis in the form of a Reader's Theater in front of the class.

Grade 5

Theme: Respect and Acceptance

IN Standard: 5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

Objective: Students will analyze and exemplify ways to have civic virtues by showing respect and acceptance towards those who have disabilities.

Texts:

MAIN TEXT

1. Out of My Mind by Sharon M. Draper (respect for those with physical disabilities--cerebral palsy)

COMPLEMENTARY TEXTS

2. The Black Book of Colors by Menena Cottin (respect for those with blindness)
3. Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson (respect for those with physical disabilities)
4. Thank You Mr. Falker by Patricia Polacco (respect for those with learning disabilities)
5. The Handmade Alphabet (ASL picture book) by Laura Rankin (supplementary text)

Lesson 1: Respect for those with blindness--Complementary Text

Standards: SS.5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

ELA.5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

ELA.5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Objective: Students will write about the connection they make between the story and others with disabilities.

Materials: "Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah" by Laurie Ann Thompson and Sean Qualls, butcher paper, markers, reading journals, and pencils.

Before Reading: Have students think-pair-share about what the word respect means. How would a respectful person treat others? How can you show respect? Give students some time to think on their own and then pair up with a partner. After students share with each other, create a poster on butcher paper with student statements. Let students write on the poster so they can make it their own. Introduce the unit of respecting and accepting those that are different than us. Show students the cover of the book and have them infer what the story will be about based on the illustration.

During Reading: On pages 3 and 4, explain the culture of Africa: The father left because it dishonored him to have a son with a disability. Many fathers would leave their children if they did not want to take responsibility for having a "broken child." Many people with

disabilities in other countries across the world are not seen as people that can do anything. They are seen as the cursed and this shows the community that the family did something awful to deserve this. On pages 7 and 8, have students talk to their elbow buddies and answer the following: What adjectives could we use to describe Emmanuel and his mother Comfort? Back up your answers with evidence from the text. On pages 13 and 14, predict: Will Emmanuel find a job? Why or why not? On pages 15 and 16, why did Emmanuel not want to become a beggar? On pages 19 and 20, discuss "being disabled does not mean being unable." On pages 23 and 24, in knee-to-knee partners discuss if Emmanuel is going to be able to accomplish his goal? What roadblocks do you predict he will face? On pages 25 and 26, why did Emmanuel call himself "The Pozo" and write in on his shirt? What was he trying to prove? On the last page, read the quote from Emmanuel Ofosu Yeboah.

After Reading: In their reading journals, students will write a response to the story. They will answer the question: What do you think Emmanuel's ride did for others with disabilities? Explain your answer.

Lesson 2: Respect for those with physical disabilities--Main Text

Standards: SS.5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

ELA.5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.

ELA.5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

ELA.5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELA.5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

ELA.5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

ELA.5.W.5 Conduct short research assignments and tasks on a topic.

With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).

Identify and acquire information through reliable primary and secondary sources.

Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.

Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.

Present the research information, choosing from a variety of sources.

Art.5.6.3 Create symbols, metaphors, and subject matter for artwork and utilize ideas from other works.

Health.5.8.1 Express opinions and give accurate information about health issues.

Objective: Students will create an individual project from a list of choices that demonstrate their understanding of respecting and accepting those with disabilities.

Materials: Reading journals, pencils, and various craft items.

Before Reading: Read students chapter one. In small groups, have them discuss the following: What do you think this book is going to be about? Why can't the narrator talk? Discuss the first person perspective of the story. Explain to the students that the reading of this novel will be a combination of teacher read alouds and small group readings. Small groups will be changed up throughout the duration of the book so everyone gets a chance to talk with everyone else. There will be discussion starters but students are also welcome to discuss anything in which they find meaning. At the end of each reading, students will have a reading response to complete in their journals.

During Reading: Encourage students to write in their reading journals whenever they have a thought about the reading or they make a connection. Recommended reading pacing guide is one large group reading and one small group reading a day. The reading will be broken up into sections as follows with discussion questions throughout and reading responses after each section:

Reading 1: Teacher read aloud pages 3-17. On page 8, take a class poll to see if anyone has ever met a person like Melody. On page 13, have students make a list of the things Melody CAN do in their reading journals. Reading response: You are Melody. Describe how you would feel and why.

Reading 2: Small group reading pages 18-38. Discussion questions: Did any parts of the discussion with the doctor stick out to you? Why? Have you ever talked to the students at our school in the self-contained room? Reading response: How does Melody describe her classmates? Does she only focus on what they can't do? Explain.

Reading 3: Teacher read aloud pages 39-60. On page 40, have students draw a picture of Mrs. V in their reading journals. On page 44, turn and talk about your feelings of Mrs. V. Do you like her? Why or why not? On page 53, complete the following engagement check: Thumbs up if you have read any of these books. Thumbs down if you have not. Reading response: How has your perspective of those with disabilities changed so far.

Reading 4: Small group reading pages 61-81. Discussion questions: In the form of a Venn diagram, compare and contrast Melody and Ollie. What would you ask the Wizard of Oz for? Reading response: Analyze how the family has changed since chapter 1. Why and how?

Reading 5: Teacher read aloud pages 82-101. On page 95, turn and talk about the following: What respect and acceptance are you seeing? And the opposite? Reading response: Read the following scenario to the students. We start an inclusion in special classes like music, art, computer, and gym. How can YOU make them feel welcome?

Reading 6: Small group reading pages 102-121. Discussion questions: how is the aide going to help change Melody's life at school? Discuss what happened at the aquarium. How did it make you feel? Reading response: How has Melody's attitude about school evolved over time? How and why? Create a timeline.

Reading 7: Teacher read aloud pages 122-138. On page 126, turn and talk to those around you. If you invented a computer for Melody, what would it look like and how would it work? Draw me a picture of it in your reading journal. Reading response: How will this device change Melody's life and the life of those around her?

Reading 8: Small group reading pages 139-155. Discussion questions: What part of the reading stuck out to you the most and why? How does Mr. Dimming's comment at the end of the chapter make you feel? Reading response: Do you think Melody can help the team win? Why or why not?

Reading 9: Teacher read aloud pages 156-174. On page 166, make a text-to-self-connection. How would you feel if nobody noticed if you weren't in class one day? Page 170, turn and talk about Mom and Mrs. V's comment on the bottom of the page. Who do you agree with and why? Reading response: Does Melody deserve to be on the team? Yes or no? Explain.

See lesson 3

Reading 10: Small group reading pages 175-191. Reading response: How did the reading today make you feel? Explain.

Reading 11: Teacher read aloud pages 192-205. Reading response: Predict what is going to happen during the competition.

Reading 12: Small group reading pages 206-217. Reading response: Predict who will win the championship? Who are you rooting for?

Reading 13: Teacher read aloud pages 218-238. Reading response: Why did Claire say she was Melody's best friend? Infer why she puked later on in the evening.

Reading 14: Small group reading pages 239-256. On page 241, why isn't Melody happy about the newspaper article and winning the competition? Reading response: Why should the family do about the competition?

Reading 15: Teacher read aloud pages 257-265. On page 261, have students complete a quick write: Write a simile like the one on the last page of the chapter. What does the simile mean? Reading response: Pick a character and describe their feelings right now. Explain.

Reading 16: Small group reading pages 266-276. Reading response: Infer what happened to Penny. Use evidence from the text. Why do you think the author did not just come out and say what happened? How does her description change how the reading reacts to the text?

Reading 17: Teacher read aloud pages 277-the end. How did the ending make you feel? Are you satisfied with the ending? This means that regardless of the ending, do you feel like the book ended at the right part?

After Reading: **Students will not complete this part until after Lesson 4.** Students will chose from one of the following projects to complete on their own. They will be given time in class to work on the project but the majority needs to be completed at home.

1. On page 52 of "Out of My Mind," Melody says the following: "There have been more classroom aides than I can count. These aides—usually on guy to help with the guys and one lady to help with the girls—do stuff like takes us to the bathroom (or change diapers on kids like Ashley and Carl), feed us at lunch, wheel us where we need to go, wipe mouths, and give hugs. I don't think they get paid very much, because they never stay very long. But they should get a million dollars. What they do is really hard, and I don't think most folks get that." Write a letter to the aides in our building thank them for all they do.
2. On pages 86 and 87 of "Out of My Mind" there is a scene of Mom reading the Garfield comics from the newspaper to Melody. Melody thinks, "Wouldn't it be cool if I had somebody to write the words over my head so people would know what I'm thinking?" Choose a scene from the novel and create a five frame comic (at least) of it.
3. Write an alternate ending to the novel.
4. Research current treatment options or communication devices for young people like Melody. Create an informational PowerPoint presentation to present to the class. Make sure you included pictures and your references.
5. You are a reporter at one of the following scenes from "Out of My Mind." Write your story for the newspaper. Include a picture with a caption.
 - (a) Student with disabilities makes quiz team
 - (b) Child struck by family car
 - (c) Big storm grounds air traffic
 - (d) Local quiz team wins big
6. Pretend you are Emmanuel from the story "Emmanuel's Dream." As Emmanuel, write a letter to The Challenged Athletes Foundation. Make sure you include what you are doing, why you are doing it, and what you need to achieve your goal.
7. Research People First Language and why it is important. Create a poster for the classroom titled "Instead of this, say this!" to foster more acceptance and respect in the classroom.
8. In "Thank You, Mr. Falker," Mr. Falker helped Trisha overcome her dyslexia and he made a huge difference in her life. Write a thank you letter to one of your current or former teachers who has made a difference in your life.

Lesson 3: Respect for those with blindness--Complementary Text

Standards: SS.5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

ELA.5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

ELA.5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.

Art.5.6.3 Create symbols, metaphors, and subject matter for artwork and utilize ideas from other works.

Art.5.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), space (background, middleground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.

Objective: Students will create a picture of a color metaphor of their choosing. _

Materials: "The Black Book of Colors" by Menena Cottin and Rosana Faria, reading journals, cardboard box with cotton balls, cardboard box with fake flowers, cardboard box with leaves, cardboard box with cookies, cardboard box with bells, cardboard box with stuffed animal, cardboard box with sand in it, printer paper, pencils, and only black/gray markers/colored pencils/crayons.

Before Reading: Place the various cardboard boxes around the room with a small opening in them so students can reach in and touch the objects but not see them. Number each box. Have the students go around the room and try to figure out what the object is inside the box. They are allowed to use any of their sense EXCEPT for their sense of sight. Students will record their predictions in their reading journals. Underneath their list of predictions, they will answer the following question: What is the purpose of this activity? Introduce the book to the students. Have them analyze the title and predict what the book is going to be about.

During Reading: While reading, let the students feel the braille and the pictures. Ask them to describe what they feel in the illustrations. On the page when Thomas describe his mother's hair, ask the students why they think Thomas is describing his world like this? On the last page, which sense was not given in the list? Why?

After Reading: Put students in groups and have them discuss why the book was made in this way. What was the author and illustrator's goal? What is the reading supposed to "get" from this book? How does this book connect to our novel we are reading? Then, students will create their own color metaphor on a piece of computer paper. To describe the color, they may only use the senses of touch, taste, smell, and hear. The metaphor format will be similar to the ones in the novel. When illustrating and decorating their mini poster, students may ONLY use the colors black, white, and gray. They will then present their posters to the class.

Lesson 4: Respect for those with learning disabilities and deafness--Complementary Texts

Standards: SS.5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

Art.5.3.1 Explore the concept of "critical stance" using sensory, formal, technical, and expressive properties in artists' work through discussion, utilizing appropriate vocabulary.

ELA.5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

ELA.5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

Objective: Students will critically analyze the words and illustrations in a story.

Materials: "Thank you Mr. Falker" by Patricia Polacco, reading journals, pencils, and "The Handmade Alphabet" by Laura Rankin.

Before Reading: Review what kind of people we have been reading about. We could always see that they had a disability, yes? In small groups, have the students brainstorm whether or not we can always physically see when someone is struggling. Ask the students to also discuss a teacher that really taught them a lot and really cared for them. Introduce the story to the students. Explain that it will be about a teacher who really impacted a student's life.

During Reading: On page 8, ask students to consider whether we are the same as everyone else? Should we try to be? Why or why not? On page 9, what does it mean when Trisha says her grandparents "let go of the grass?" On page 11, is Trisha really dumb? What's going on? Why can she not see letters and numbers? Explain what dyslexia is and connect it to "Out of My Mind" by describing how just like people around Melody did not know what was going on in her head, we cannot know what is happening in people's' brains around us either. On page 15, have you ever been the new kid at school? How did you feel? What had you wished someone had done? On pages 23 and 24, analyze the illustrations. What's going on? How does the illustrator use colors to show emotions? On pages 27 and 28, infer why Mr. Falker is having Trisha do this. On pages 31 and 32, what do you think would have happened had Mr. Falker not helped Trisha overcome her dyslexia?

After Reading: ***See Lesson 2. Students will start their projects after finishing this book.

Extensions: Show the students "The Handmade Alphabet" by Laura Rankin. Let them practice spelling their name. Have them discuss who uses sign language and why. Explain to them how this is American Sign Language and just like there are different languages all over the world, there are different sign languages as well.

Grade 6

Theme: Cultural Diffusion and Blending

IN Standard: SS.6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

Objective: Students will evaluate the ways in which culture diffusion and blending have changed America.

Texts:

MAIN TEXT

1. Return to Sender by Julia Alvarez (blending of Mexican and American cultures)

COMPLEMENTARY TEXTS

2. Oskar and the Eight Blessings By Richard Simon (blending of Jewish and American Cultures)
3. The Name Jar by Yangsook Choi (blending of American and Korean cultures)
4. My Name Is Bilal by Asma Mobin-Uddin (blending of Muslim and American cultures)
5. When Thunder Comes: Poems for Civil Rights Leaders by J. Patrick Lewis (supplementary text)

Lesson 1: Blending of Jewish and American culture

Standards: SS.6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

SS.6.2.5 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.

ELA.6.RL.2.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.

ELA.6.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Objective: Students will create a definition in their own words of cultural diffusion and blending.

Materials: "Oskar and the Eight Blessings" by Richard Simon and Tanya Simon, reading journals, pencils, paper (or real) salad ingredients, and a mixing bowl.

Before Reading: Bring out the mixing bowl and different salad ingredients. Ask students what it takes to make a salad. Let the students add the ingredients to the bowl. Let all the students toss the salad and mix everything together. Ask them to analyze what the salad looks like. What do the ingredients look like now that everything has been mixed? Did they mix together to become like each other? Or did they retain their own "identities?" Think-pair-share: How can the salad be compared to the people in the United States? Introduce the unit to the students. Tell them it will be about cultural diffusion and blending. While reading the first book, students will try to discover the meaning of the phrase cultural diffusion and blending.

During Reading: On page 3, explain the Night of Broken Glass or Kristallnacht (explanation in the back of book). Analyze the illustrations: From what religion and culture is Oskar? On pages 12 and 13, examine the illustrations and discuss what you notice. On page 15, summarize what blessings Oskar has gotten so far on his journey. On page 19, hypothesize with your elbow buddies how old you think Oskar is and why. On page 27, ask students to consider the following: If I only showed you the pictures from this story, would you still know what is going on and why? What genre would this story fall into? On page 29, explain the Jewish word nigundl (explanation in the back of book). Read the authors note in the back of the book to give students more background of the story.

After Reading: Students will complete a reading response answering the following question: What is cultural blending and diffusion? How can we see it in the story or the author's note? Let the students first discuss with each other their ideas and then write about their discussions in their reader's notebooks.

Lesson 2: Blending of Mexican and American cultures

Standards: SS.6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

SS.6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations

Examples: Rural and urban areas; immigration

ELA.6.RL.3.2 Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

ELA.6.RV.2.1 Use context to determine or clarify the meaning of words and phrases

ELA.6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELA.6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study

Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).

Gather relevant information from multiple sources, and annotate sources.

Assess the credibility of each source.

Quote or paraphrase the information and conclusions of others.

Avoid plagiarism and provide basic bibliographic information for sources.

Present information, choosing from a variety of formats.

MATH.6.DS.2: Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.

Art.6.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

Objective: Students will create an individual project from a list of choices that demonstrate their understanding and importance of cultural blending and diffusion.

Materials: "Return to Sender" by Julia Alvarez, reading journals, pencils, various craft projects, sticky notes, butcher paper, government population graphs: <http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-the-foreign-born-population-in-the-united-states-key-charts/>, <http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/>, <http://www.pewforum.org/religious-landscape-study/>, Day of the Dead--Dia de Los Muertos reading passage packet: <https://www.teachervision.com/worksheet/day-dead-reading-passage-vocabulary>, and "La Golondrina" lyrics printoffs from <http://lyricstranslate.com/en/la-golondrina-swallow.html>.

Before Reading: Create a bar graph of students who know how to speak Spanish. Give a sticky note to each person and have them stick it on the right column on the butcher papers. Label the columns as follows: None at all, a few random words, enough to have a conversation, and fluent. Explain to the students that the reading of this novel will be a combination of teacher read alouds and small group readings. Show students any one of the graph links listed above. They depict statistics of the United States in graph form of population growth, race, religion, languages spoken, and ethnicity to name a few. Let the students analyze the graphs and ask, create, and answer questions. Introduce the novel to students. Explain how the readings will be a combination of small group readings and teacher read alouds. Small groups will be changed up throughout the duration of the book so everyone gets a chance to talk with everyone else. There will be discussion starters but students are also welcome to discuss anything in which they find meaning. At the end of each reading, students will have a reading response to complete in their journals.

During Reading: Encourage students to write in their reading journals whenever they have a thought about the reading or they make a connection. Recommended reading pacing guide is one reading a day. The reading will be broken up into sections as follows with discussion questions throughout and reading responses after each section:

Reading 1: Teacher read aloud pages 3-36. On page 9, turn and talk to an elbow partner about the following: Have you ever felt the way Tyler feels about his home? On page 15, infer why does Tyler have to "stay quiet" about the new workers on his farm? On page 22, get together with a small group of people at your table and discuss the following: Describe Mari, her family dynamics, and what illegal means in relation to a person. On page 125, discuss how can the sister's be American when Mari is not? Reading response: Do you think Mama will come back? Why or why not?

Reading 2: Small group reading page 37-58. On the top of page 42, discuss the first two paragraphs. What is your reaction to what was said? Do you agree with Tyler's mom? Why or why not? Reading response: What should the Paquette family do? Read the last line of the chapter; what other meanings can that sentence have?

Complete lesson 3.

Reading 3: Teacher read aloud pages 59-72. On page 60, read the line again that Mari wrote: "But that will mean that if everyone in this world gets a vote, the majority will not be Americans." Show the students the following graph that is a breakdown of the the world populations by country: <http://www.prb.org/wpds/2014/>. Reading response: Many characters are being torn between two different beliefs or ideals. Make a list of the characters and their two opposing beliefs or ideals. For example, Maria wanting to be Mexican and American.

Reading 4: Small group reading pages 73-91. On page 78, who do you think keeps calling the house and why? At the end of the reading, have students read the Dia de Los Muertos reading passage for more background knowledge about the Mexican holiday. Reading response: Who would you create an altar for on Dia de Los Muertos? What objects would it have on it and why?

Reading 5: Teacher read aloud pages 92-114. On page 94, turn and share with your desk partner: Why has Mari not forgotten her Mexican roots like her sisters? On page 100, discuss why as Mari not lost hope that her mother is still alive? What would happen to Mari if she has died? On page 112, share with the class a family Thanksgiving tradition. Reading response: Tyler's perspective of the story is told from a third person perspective; but Mari's is told in the form of letters. Why do you think the author did this? How does the differing perspectives change how the reader reacts to the text and views the events described?

Reading 6: Small group reading pages 115-136. On page 117, why has Tyler's perspective changed? On page 121, use context clues to find the meaning of the word culpable. On page 122, if Tio Felipe had not run, hypothesize what might have happened instead of him being taken to jail? On page 126, using context clues to discover the meaning of the word invalid. On page 129, discuss the cultural differences between how the Mexican culture and the American culture treat the elderly in the community. Reading response: Use a Venn Diagram to compare and contrast Mexican and American cultures as you have seen them expressed in the novel.

Reading 7: Teacher read aloud pages 137-158. On page 143, turn and talk to your group mates about the following: How are the two families different cultures blending together? On page 155, what adjectives would you use to describe the characters' feelings? Use evidence from the text to support your opinion. Reading response: Do you think it's the mother on the phone? Where is she calling from?

Reading 8: Small group reading pages 159-178. On page 160, have you ever written a letter to someone that they will never read? How did it make you feel? On page 166, discuss the meaning of the following phrase: "Hope is the poor man's bread." On page 176, why does the girls' father only want them to speak Spanish at

home? Reading response: Explain why they keep describing Tio Felipe as unlucky-lucky. How can you be both at once?

Reading 9: Teacher read aloud pages 179-194. On page 186, did Tyler make a good or a bad decision regarding the money? Explain. Reading response: Give examples of human versus humane actions.

Complete Lesson 4.

Reading 10: Small group reading pages 195-210. On page 202, how has Mari and Tyler's friendship changed over time? On page 207, is taking the girls to pick up Tyler a good idea? Why or why not? Reading response: What are your thoughts about Tyler working for Mr. Rosetti after what he said at the town meeting?

Reading 11: Teacher read aloud pages 211-226. On page 215, in your reading journals complete a quick write of the following: Write an interrobang that you have had while reading this book. On page 219, think-pair-share about what you would do help the girls' mother. On page 221, chew on the following statement made by Mr. Bicknell: "The function of freedom is to free someone else." What does it mean? On page 224, infer why Tyler wants to go to North Carolina? Reading response: Pick a character and describe how they are feeling right now in the story.

Reading 12: Small group reading pages 227-246. On page 238, discuss the van scene. Were you nervous for Mari? How do you think Tyler felt? On page 244, why were the girls not able to stay in school? Reading response: Using the translated lyrics of "Las Golgondrinas" Mexican folk song, analyze why Mama is being compared to the song.

Las Golgondrinas/The Swallows

Where can it go
rushed and fatigued
the swallow
passing by
tossed by the wind
looking so lost
with nowhere to hide.
By my bed
I'll put your nest
until the season passes.
I too, O heaven!
am lost in this place
unable to fly.
Leave, too
my beloved homeland,
that home
that saw my birth.

My life today
is wandering, anguished.

I cannot
return home.
Dearest bird
beloved pilgrim,
my heart
nigh to yours;
remember
tender swallow,
remember

my homeland and cry.

From: <http://lyricstranslate.com/en/la-golondrina-swallow.html>

Reading 13: Teacher read aloud pages 247-263. On page 257, discuss with your tablemates whether or not your parents ever contradict themselves like Tyler's parents are doing. Reading response: Predict what is going to happen.

Reading 14: Small group reading pages 264-282. On page 277, how do you feel when adults tell you that you can't know things because you are too young? Reading response: When and where do you think the family will be reunited? Why?

Reading 15: Teacher read aloud pages 283-307. On page 286, explain the word connotation. What kind of connotation does the phrase "Return to Sender" have on the reader? On page 292, talk to your elbow partners about the following: What will happen now that the entire truth is out in the open? Reading response: Will Tyler and Mari be able to stay friends? Explain.

Reading 16: Small group reading pages 308-318 (end). On page 314, can you have more than one home?

After Reading: **Students will not complete this part until after Lesson 4.** Students will chose from one of the following projects to complete on their own. They will be given time in class to work on the project but the majority needs to be completed at home.

1. Within "Return to Sender," the swallows had a very important meaning to several characters. Complete a research project about the swallows and their migration patterns. Present your findings to the class in the form of a PowerPoint or poster.
2. In the story "Return to Sender," we read the story from Mari's point of view in the form of letters. Write a letter to one of the characters in any of the stories that we have read. The characters to choose from are the following: Mari, Tyler, Mrs. Ramirez, The Paquette Family, The Cruz family, Oskar, Bilal, Mr. Ali, Unhei, or Joey. In the letter, tell the character something important that you learned from their story and thank them for your newfound knowledge and perspective.

3. Using different forms of art media, create an illustration for the following quote from "Return to Sender" found on page 202: "Friendship is a country everyone can belong to no matter where you are from."
4. Throughout our different readings within the unit, there was a constant struggle to define what it means to be American. America is a country full of all different kinds of people from all kinds of cultures. Create an illustration of what an "American" looks like.
5. At the end of "Return to Sender" the Paquettes are trying to decide what to name the farm. Tyler asks Mari for help but at the end of the novel no decision has been made. What name would you give the farm if you were given the chance? Write at least a two-paragraph explanation of your name. Draw me a picture the sign you would design for the farm.

Extensions: Prior to give the students the project choices, read them the poem titled *The Voice of the Voiceless* about Gandhi in "When Thunder Comes: Poems for Civil Rights Leaders" by J. Patrick Lewis. After reading the poem to students, break them up into 5 groups. Give each group a stanza of the poem. Have the students analyze the stanza given to them. Also have them discuss how the poem relates to the unit and all the stories we have read.

Lesson 3: Blending of Korean and American Cultures

Standards: SS.6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

ELA.6.RL.2.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

ELA.6.W.4 Apply the writing process to plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

Objective: Students will create a writing piece about what it means to be a friend to those coming from others countries paying special attention to the writing process.

Materials: "The Name Jar" by Yangsook Choi, iPads or computers for research, name books, pencils, writing paper, and Chinku symbols for students to cut out and to trace.

Before Reading: Ask the students if any of them know what their name means. If they know, have them share it with the class. Give students the opportunity to look up the meaning of their names on the computers, iPads, or in the name books. Tell them they may ask their parents at home tonight if their names have special meanings since sometimes we are named after relatives. Introduce the book to the students. Tell them it is about a young girl who has to blend her Korean culture with her new American culture.

During Reading: On page 3, talk to your elbow buddy and predict where Unhei and her family are going. On pages 4 and 5, have students discuss how they think Unei feels. Tell them to use text evidence as well as the illustrations. How would you feel if you were

Unhei? On page 7, ask the students what they think "Pick a name means." On page 17, let students examine and analyze the illustration of the stamp. Blow it up on the screen if you find it necessary. Let them ask questions if they have any. On page 23, have student infer why they think Joey was at Mr. Kim's store. On the last page, ask students to give examples of the way that Joey was a friend or a chinku to Unhei.

After Reading: Using the Korean symbol for chinku as a springboard for inspiration, the students will create a writing piece about what it means to be a friend, especially to those coming from a new country. They may write their description of being a good friend on plain notebook paper or on paper with a faded chinku symbol in the background. Have them share their writings with a friend. Upon completion, give students the opportunity to practice writing the chinku symbol in Korean.

Lesson 4: Blending of Muslim and American Cultures

Standards: SS.6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

ELA.6.RL.4.2 Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELA.6.RL.2.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

Objective: Students will use this story and "Return to Sender" to write an analysis of what it means to be "American."

Materials: "My Name is Bilal" by Asma Mobin-Uddin, reading journals, and pencils.

Before Reading: Ask students what images come to mind when they thinking of the word Muslim. What phrases do they hear in their head? What influences how they view them? Is there more to Islam and Muslim besides what you hear on the news? Introduce the story to the students. Explain how it will be about a brother and sister who are Muslim that move to a new school. The story will discuss their religious practices just so students are knowledgeable of it.

During Reading: On page 1, turn and talk to your elbow partners about why Ayesha is dressed like that. On page 5, why do you think Bilal did not tell the class his real name? On page 7, did you connect that Mr. Ali and Bilal knew each other or were you surprised? On page 19, talk to those around you about the following question: Can you be American and still "different?" On page 23, why do you think Bilal invited Scott to play basketball with them? On page 26, analyze Bilal's perspective on his new life from the beginning of the book to the end. How and why did it change?

After Reading: In this story and the others we have read in the unit, there has been a discussion about what an American is and what it takes to be an American. In their reading journals, students will analyze what it means to be an American. How do they act? What

do they look like? Where do they come from? What language do they speak? Students will share their analysis with the class. ***Return to Lesson 2, introduce the projects, and have students complete their choice of project.***

10 Quick Ways to Analyze Children's Books For Racism and Sexism

Both in school and out of school, young children are exposed to racist and sexist attitudes. These attitudes – expressed repeatedly in books and other media – gradually distort children's perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for librarians or teachers to convince children to question society's attitudes; but if children can learn to detect racism and sexism in books, they can transfer that skill to other areas. The following ten guidelines can be used by teachers, librarians, and other educators to evaluate children's books and to help students detect racism and sexism in the books they read.

1. Check the Illustrations

Look for stereotypes. A stereotype, which usually has derogatory implications, is an oversimplified generalization about a particular group, race, or sex. Some infamous (overt) stereotypes of blacks are the happy-go-lucky, watermelon-eating Sambo and the fat, eye-rolling "mammy;" of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito; of Asian Americans, the inscrutable, slant-eyed oriental; of American Indians, the naked savage or primitive brave and his squaw; of Puerto Ricans, the switchblade-toting teenage gang member; and of women, the domesticated mother, the demure little girl, or the wicked stepmother. While you may not always find stereotypes in the blatant forms described, look for descriptions, depictions, or labels that tend to demean, stereotype, or patronize characters because of their race or sex.

Look for tokenism. If racial minority characters appear in the illustrations, do they look like white people except for being tinted or colored? Do all minorities look stereotypically alike, or are they depicted as individuals with distinctive features?

Look for active doers. Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active doers and females the inactive observers?

2. Check the Story Line

Publishers are making an effort not to include adverse reflections or inappropriate portrayals of minority characters in stories; however, racist and sexist attitudes still find expression in less obvious ways. Examples of some subtle (covert) forms of bias include the following:

- *Standard for success:* Does it take "white" behavior standards for a minority person to "get ahead?" Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do persons of color have to exhibit extraordinary qualities, excel in sports, get A's, and so forth? In friendships between white and nonwhite children, is it the child of color who does most of the understanding and forgiving?
- *Resolution of problems:* How are problems presented, conceived, and resolved? Are minority people considered to be "the problem?" Are the oppressions faced by minorities and women represented as related to social injustice? Are the reasons for poverty and oppressions explained, or are poverty and oppression accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem faced by a racial minority person or a female resolved through the benevolent intervention of a white person or a male?
- *Role of women:* Are the achievements of girls and women based on their own initiative and intelligence, or are their achievements due to their good looks or relationships with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?

3. Look at the Life-Styles

Are minority persons and their settings depicted in ways that contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettos, barrios, or migrant camps? If the illustrations and text depict other cultures, do they go beyond oversimplifications and offer genuine insights into other life-styles? Look for inaccuracies and inappropriateness in the depictions of other cultures. Watch for instances of the "quaint-natives-in costume" syndrome, which is noticeable in areas such as clothing, customs, behaviors, and personality traits.

4. Weigh the Relationships Among People

Do white people in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females of all races primarily function in supporting roles?

How are family relationships depicted? In black families is the mother always dominant? In Hispanic families are there always many children? If the family is separated, are social conditions – unemployment and poverty, for example – cited as reasons for the separation?

Are both sexes portrayed in nurturing roles with their families?

5. Note the Heroes

For many years books showed only "safe" minority heroes – those who avoided serious conflict with the white establishment. Today, minority groups insist on the right to define their own heroes (of both sexes) based on their own concepts and struggle for justice.

When minority heroes do appear, are they admired for the same qualities that have made white heroes famous or because what they have done has benefited white people? Ask this question: "Whose interest is a particular hero serving?"

6. Consider the Effects on a Child's Self-Image

Are norms established that limit any child's aspiration and self-concept? What effect can it have on black children to be continually bombarded with images of the color white as the ultimate in beauty, cleanliness, and virtue and the color black as evil, dirty, and menacing? Does the book counteract or reinforce this positive association with the color white and negative association with the color black?

What happens to a girl's self-image when she reads that boys perform all brave and important deeds? What is the effect on a girl's self-esteem if she is not fair of skin and slim of body?

In a particular story is there one or more persons with whom a minority child can readily and positively identify?

7. Check Out the Author's Perspective

No author can be entirely objective. All authors write from a cultural as well as personal context. In the past, children's books were written by members of the middle class. Consequently, a single ethnocentric perspective has dominated children's literature in the United States. Read carefully any book in question to determine whether the author's perspective substantially weakens or strengthens the value of his or her written work. Is the perspective patriarchal or feminist? Is it solely Eurocentric, or are minority cultural perspectives respected?

8. Watch for Loaded Words

A word is "loaded" when it has insulting over-tones. Examples of local adjectives (usually racist) are *savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.*

Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word man was accepted in the past, its use today is outmoded. The following examples illustrate how sexist language can be avoided: substitute the word ancestors for forefathers; chairperson for chairman; community for brotherhood; firefighters for firemen; manufactured for manmade, and the human family for the family of man.

9. Look at the Copyright Date

With rare exceptions nonsexist books were not published before 1973. However, in the early 1970s children's books began to reflect the realities of a multiracial society. This new direction resulted from the emergence of minority authors who wrote about their own experiences. Unfortunately, this trend was reversed in the late 1970s, and publishers cut back on such books.

Therefore, although the copyright date can be a clue as to how likely the book is to be overtly racist or sexist, a recent copyright date is no guarantee of a book's relevance or sensitivity. The copyright date indicates only the year the book was published. It usually takes about two years from the time a manuscript is submitted to the publisher to the time it is printed. This time lag meant little in the past; but today, publishers attempt to publish relevant children's books, and this time lag is significant.

10. Consider Literacy, Historical, and Cultural Perspectives

Classical or contemporary literature, including folktales and stories having a particular historical or cultural perspective, should be judged in the context of high-quality literary works. In many cases it may be inappropriate to evaluate classical or contemporary literature according to the guidelines contained in this brochure. However, when analyzing such literary works, remember that although a particular attitude toward women or a minority group was prevalent during a certain period in history, that attitude is in the process of changing.

Adapted from the original brochure,
which was published by the Council
on Interracial Books for Children

by the

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1998

This brochure, adapted with permission for the Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023, is provided by Project SEE (Sex Equity in Education), California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720; telephone 916-322-7388.

A related filmstrip, *Identifying Sexism and Racism in Children's Books*, is also available on loan from Project SEE. In addition, detailed criteria for evaluating children's books is contained in *Standards for Evaluation of Instructional Materials with Respect to Social Content*, which is available for \$2.25, plus sales tax for California residents from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

Appendix B

Study Title: Student Teacher Attitudes Towards Multicultural Text Sets and Their Importance in the Classroom By: Madison Yingling

Study Purpose and Rationale

The purpose of this study is to garner feedback about the creation of grade appropriate multicultural text sets. Participants will rate their attitudes towards different statements relating to multicultural literature. They will complete a pre-presentation survey and a post-presentation survey both about the content of the presentation and the presenter herself.

Inclusion/Exclusion Criteria

Participants will be 18 years old or older. They must be in the field of education and have experience in the classroom.

Participation Procedures and Duration

Prior to the presentation, participants will fill out the pre-presentation survey to the best of their knowledge. During the presentation, they will make comments or suggestions in the open area at the bottom of the survey. In addition, participants agree to answer questions posed throughout the presentation and participate in activities when applicable. After the presentation, participants will fill out the post-presentation survey and add any other comments.

Audio or Video Tapes

The only recording taking place during the presentation will be a video of the presenter. Audio may be picked up from audience discussions and group activities. Names will not be mentioned and faces will not be shown, other than the presenter's.

Data Confidentiality or Anonymity

All data will be maintained as anonymous and no identifying information such as names will appear in any publication or presentation of the data.

Storage of Data and Data Retention Period

Data will be secured on the principal investigator's computer for up to 5 years under password protection as well as in Bracken Library on the Ball State University campus indefinitely as a portion of the principal investigator's senior thesis. Only Ball State students with a current ID will be able to access the thesis and the data accrued during this study.

Risks or Discomforts

There are no perceived risks for the participating in this study.

Who to Contact Should You Experience Any Negative Effects from Participating in this Study

If you need medical or counseling services after completing this study, please contact your local physician or counselor.

Benefits

Participants will get the opportunity to receive the text set plans free of charge to use and modify for their own classrooms.

Voluntary Participation

Your participation in this study is completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator before signing this form and at any time during the study.

IRB Contact Information

For one's rights as a research subject, you may contact the following: For questions about your rights as a research subject, please contact the Director, Office of Research Integrity, Ball State University, Muncie, IN 47306, (765) 285-5070 or at irb@bsu.edu.

Student Teacher Attitudes Towards Multicultural Text Sets and Their Importance in the Classroom

Consent

I, _____, agree to participate in this research project entitled, Student Teacher Attitudes Towards Multicultural Text Sets and Their Importance in the Classroom. I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

To the best of my knowledge, I meet the inclusion/exclusion criteria for participation (described on the previous page) in this study.

Participant's Signature

Date

Researcher Contact Information

Principal Investigator:

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Faculty Supervisor:

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Multicultural and Diverse Literacy

By: Madison Yingling
Kindergarten Student Teacher at Kujawa Elementary
Ball State University Senior

Honor Senior Thesis Project

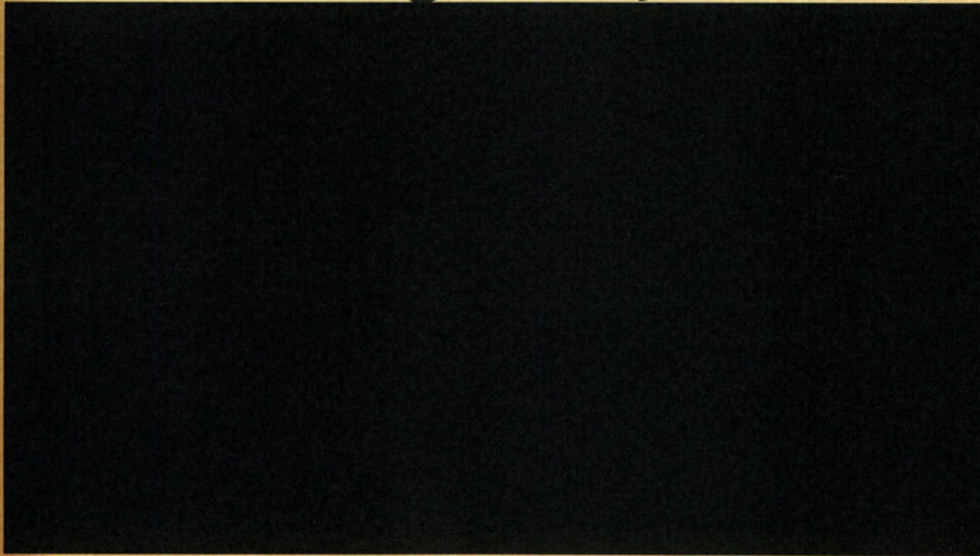
Why this focus?

What is multicultural literature?

- ♦ “There is no single definition of the term “multicultural literature” as it is applied to books for children and young adults.”
 - ♦ CCBC: Cooperative Children’s Book Center in the School of Education at University of Wisconsin-Madison
- ♦ “Multiculturalism emphasizes the value of worth of all cultures, especially minority ones.”
 - ♦ Donna L. Gilton from *Multicultural and Ethnic Children's Literature in the United States*



TED Talk: The Danger of the Single Story





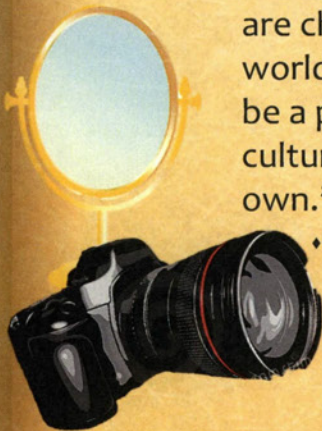
Why is important?

- ♦ Students view of themselves and their world is shaped through the literature to which they are exposed.
 - ♦ Fenice B. Boyd, Lauren L. Causey, & Lee Galda from *Culturally Diverse Literature*
- ♦ “If children never see themselves in books, they receive the subtle messages that they are not important enough to appear in books and that books are not for them. Conversely, if children see only themselves in the books they read, they come to the conclusion that those who are different from them are not worthy of appearing in books.”
 - ♦ Fenice B. Boyd, Lauren L. Causey, & Lee Galda from *Culturally Diverse Literature*

- ♦ “Multicultural literature can serve as a mirror of students’ own cultures and lens through which they can view the cultures of others.”

- ♦ Joyce Stallworth, Louel Gibbons, and Leigh Fauber from *It’s not on the list: An exploration of teachers’ perspectives on using multicultural literature*

- ♦ “Each time we read a good piece of lit, we are changed by the experience: we see the world in a new way. For these reasons, it can be a powerful vehicle for understanding cultures and experiences different from our own.”

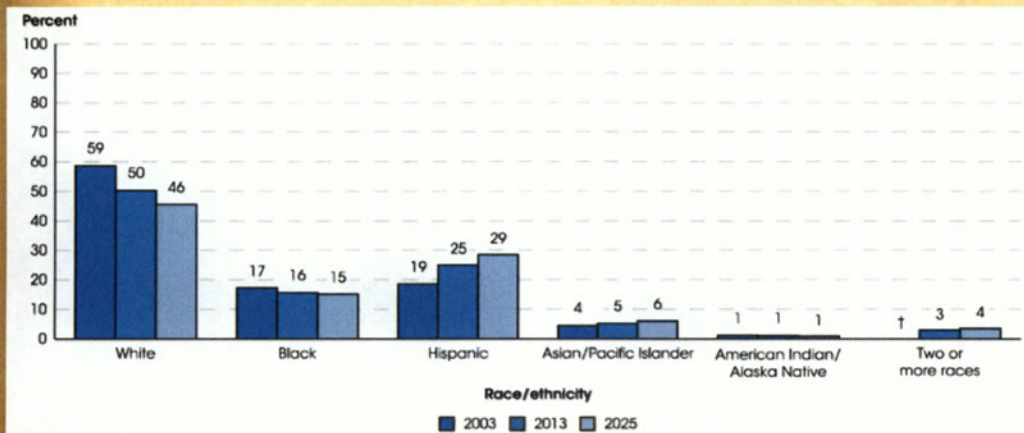


- ♦ Kathryn L. Davis, Bernice G. Brown, Ann Liedel-Rice, and Pamela Soeder from *Experiencing Diversity through Children’s Multicultural Literature*

Let's Look At Some Stats

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2003, fall 2013, and fall 2025

---National Center for Education Statistics



Publishing Statistics on Children's Books

- ♦ 278 books had significant African or African American content (up almost 200% from 2013)
- ♦ 92 books were by black authors and/or illustrators (up 35% from 2013)
- ♦ 237 books had significant Asian/Pacific or Asian/Pacific American content (up 243% from 2013)
- ♦ 212 books were by authors and/or illustrators of Asian/Pacific heritage (up 136% from 2013)
- ♦ 166 books had significant Latino/Latina content (up 191% up from 2013)
- ♦ 101 books were by Latino/Latina authors and/or illustrators (up 110% from 2013)

Common Core

- ♦ Look at grades 4-5. Of the 31 books given as examples for teachers to use in their classrooms:

**8 books had
multicultural
content!**

What can YOU do?

1. Read multicultural literature and let your students see you reading it
2. Read books translated from other languages
3. Incorporate multicultural literacy into your lessons, every day
4. Read books with other languages in it
5. Read books by authors from other cultures
6. Have multicultural and diverse books in your library

How do you do it?

- ♦ Include books that have won the following multicultural and diverse awards: Coretta Scott King Award, Pura Belpre Award, Tomás Rivera Mexican American Children's Book Award, American Indian Youth Literature Award, Asian Pacific American Award For Lit, Arab American Book Award, Schneider Family Book Award, Batchelder Award, Stonewall Book Award/Barbara Gittings Lit Award
- ♦ Research the books
 - ♦ Make sure they do not promote racism or sexism
- ♦ Advocate for multicultural and diverse literature in the curriculum



**OR! You can get ideas
from the following
highly researched text
sets!**

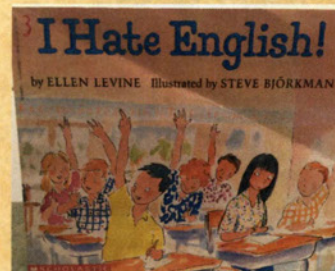
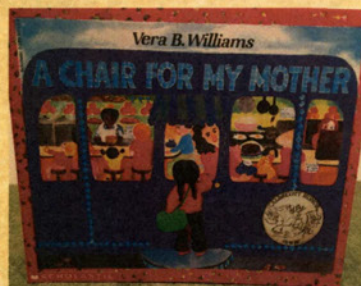
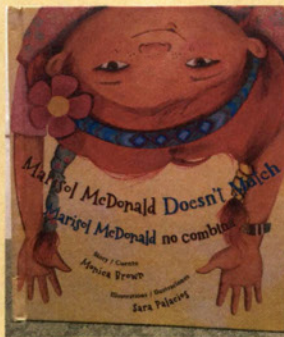
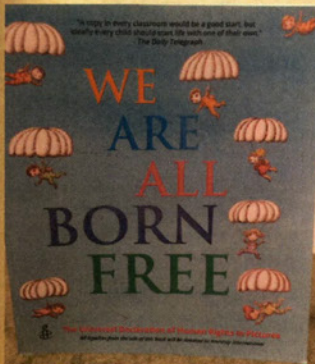
Text Set Components

- ♦ At least 4 books
- ♦ Objectives
- ♦ Materials
- ♦ IN State Social Studies Standards
- ♦ Extensions
- ♦ Before, During, After Reading activities
- ♦ Real life applications
- ♦ Critical thinking tasks

First Grade

- ♦ Theme: Rights
- ♦ Unit Objective: Students will identify and discuss their rights and responsibilities as a citizen of America and The World.
- ♦ Text set highlights:
 - ♦ My Rights Poster
 - ♦ Bilingual Spanish/English book
 - ♦ Learn words in other languages
 - ♦ Creating graphs
 - ♦ Mini research career project

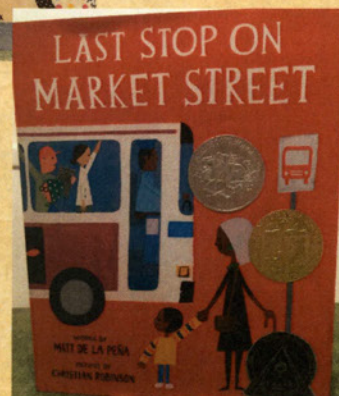
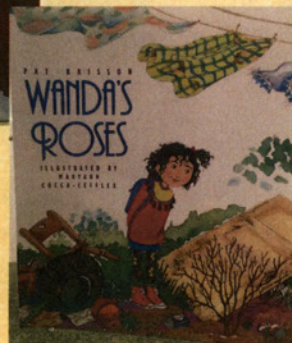
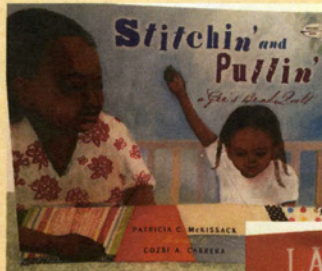
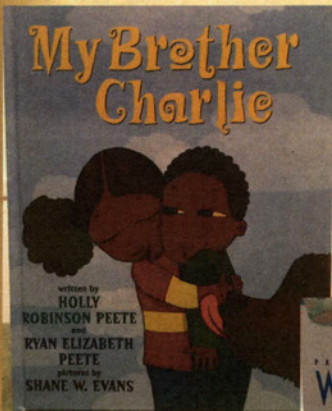
First Grade Books



Second Grade

- ♦ Theme: Community
- ♦ Unit Objective: Students will analyze how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
- ♦ Text set highlights:
 - ♦ Quilt Making
 - ♦ Letter writing
 - ♦ Volunteer group creation
 - ♦ Community Garden planning

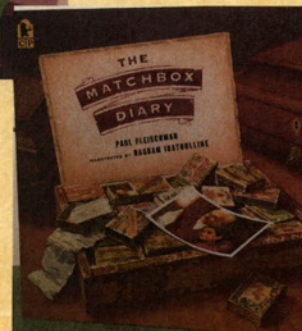
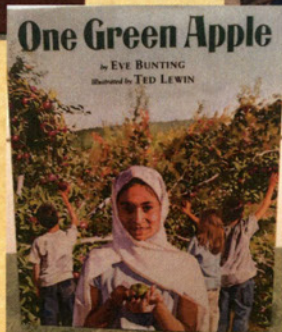
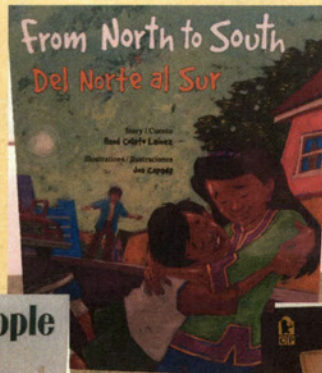
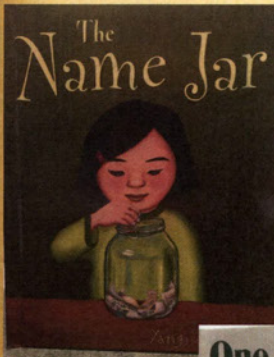
Second Grade Books



Third Grade

- ♦ Theme: Immigration
- ♦ Objective: Students will analyze and describe immigration and how it makes the community better.
- ♦ Text set highlights:
 - ♦ Name meanings
 - ♦ Learning words/phrases in other languages
 - ♦ Bilingual English/Spanish book
 - ♦ Family History Research
 - ♦ Family Tree Creation

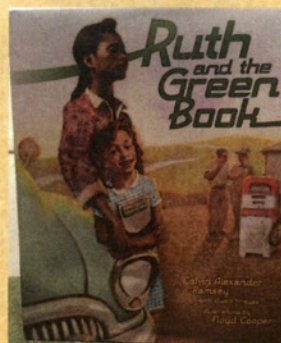
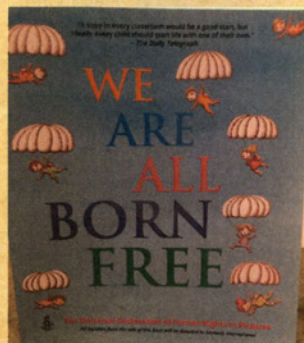
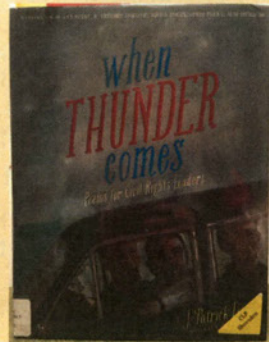
Third Grade Books



Fourth Grade

- ♦ Theme: Civil Rights
- ♦ Objective: Students will demonstrate their knowledge of individual rights in regards to Civil Rights Movements.
- ♦ Text set highlights:
 - ♦ Rights Definition
 - ♦ Black Panthers
 - ♦ Music Playlist creation
 - ♦ Mini Research Projects
 - ♦ Poetry
 - ♦ Authentic Green Book
 - ♦ Reader's Theater

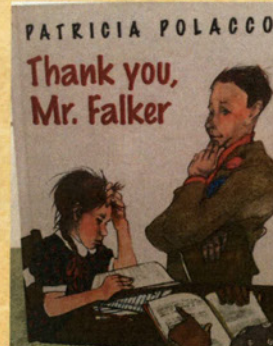
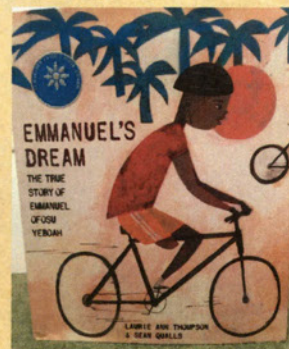
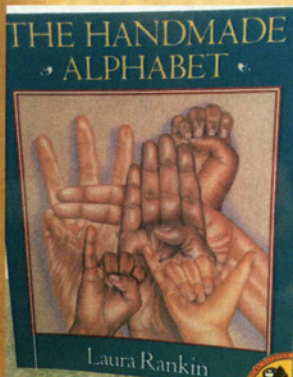
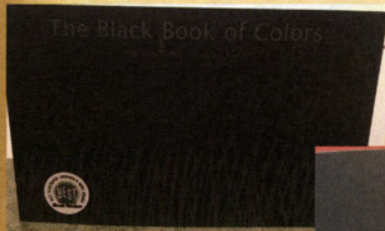
Fourth Grade Books



Fifth Grade

- ♦ Theme: Respect and Acceptance
- ♦ Objective: Students will analyze and exemplify ways to have civic virtues by showing respect and acceptance towards those who have disabilities.
- ♦ Text set highlights:
 - ♦ Characters with Blindness, Cerebral Palsy, Deafness, Muteness and Amelia (born without one limb)
 - ♦ Letter writing
 - ♦ Comic creating
 - ♦ Research Projects
 - ♦ People First Language
 - ♦ Black and White Color Metaphors
 - ♦ American Sign Language

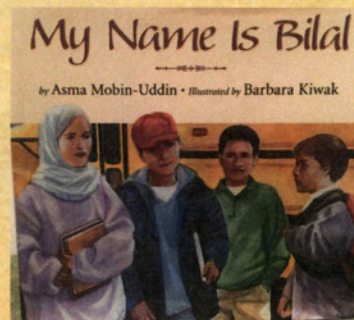
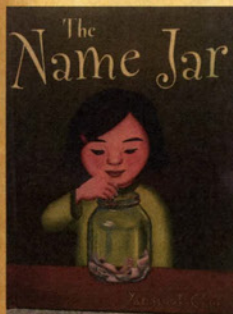
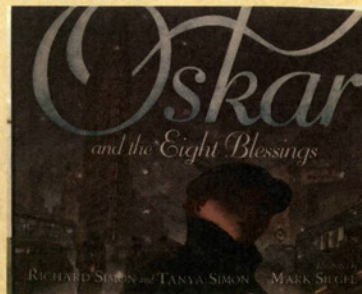
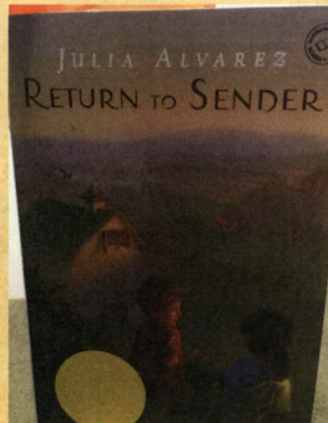
Fifth Grade Books



Sixth Grade

- ♦ Theme: Cultural Diffusion and Blending
- ♦ Objective: Students will evaluate the ways in which culture diffusion and blending have changed America.
- ♦ Text set highlights:
 - ♦ Words/Phrases from other languages
 - ♦ Graphic Novel
 - ♦ Population Graphs Analysis
 - ♦ Traditions and Cultural Holidays
 - ♦ Research Projects
 - ♦ Art Projects
 - ♦ Poetry
 - ♦ What it means to be American

Sixth Grade Books



One Last Thought



**Thank
you so
much!**

Resources:

- ♦ <https://ccbc.education.wisc.edu/books/pcstats.asp>
- ♦ https://nces.ed.gov/programs/coe/indicator_cge.asp
- ♦ *It's not on the list: An exploration of teachers' perspectives on using multicultural literature* by Joyce Stallworth, Louel Gibbons, and Leigh Fauber
- ♦ CCBC: Cooperative Children's Book Center in the School of Education at University of Wisconsin-Madison
- ♦ *Multicultural and Ethnic Children's Literature in the United States* by Donna L. Gilton
- ♦ <https://www.youtube.com/watch?v=D9lhs241zeg>
- ♦ *Culturally Diverse Literature* by Fenice B. Boyd, Lauren L. Causey, & Lee Galda
- ♦ *Experiencing Diversity through Children's Multicultural Literature* by Kathryn L. Davis, Bernice G. Brown, Ann Liedel-Rice, and Pamela Soeder
- ♦ *Teaching World Literature for the 21st Century: Online Resources and Interactive Approaches* by Lisa Bernstein
- ♦ *Multicultural Issue in Literacy Research and Practice* by Arlette Ingram Willis, Georgia Earnest Garcia, Rosalinda Barrera, and Violet J. Harris

Multicultural Text Sets Thesis Presentation

Pre-Presentation Survey

On a scale of 1 to 5, please rate your attitude towards the following:

1. Exposing children in your classroom to people and cultures different than them.

1	2	3	4	5
not important		neutral		very important

2. Having multicultural literature in your classroom library.

1	2	3	4	5
not important		neutral		very important

3. Think back to elementary school: My teacher exposed me to multicultural literature by read alouds, suggesting multicultural silent reading books, or book studies.

1	2	3	4	5
not at all		I don't remember		very much so

Post-Presentation Survey

1. I feel more confident about how to pick high quality multicultural literature for my classroom.

1	2	3	4	5
not at all		neutral		very much so

2. I understand the importance of multicultural literature in the classroom and will strive to expose my students to it whenever possible.

1	2	3	4	5
not at all		neutral		very much so

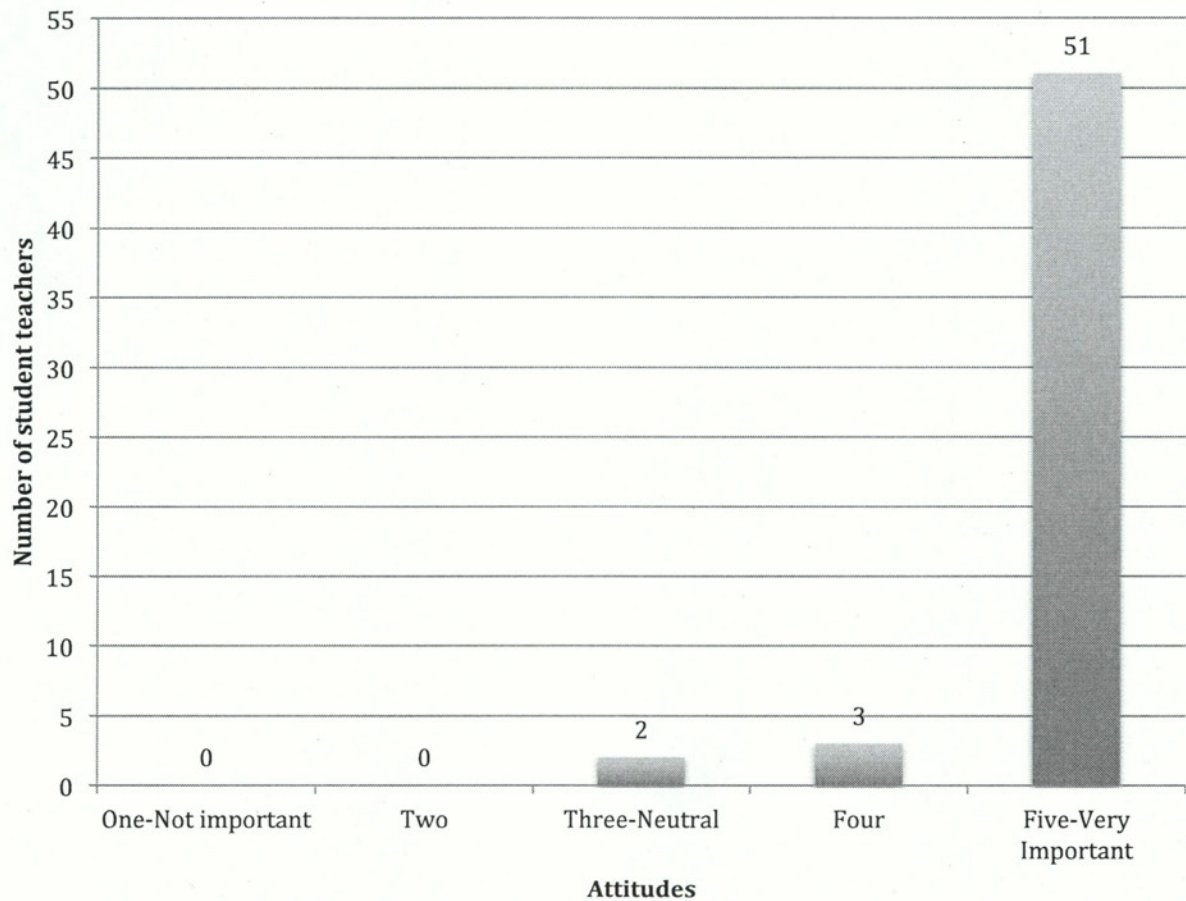
3. The presentation was well thought out and the speaker was very knowledgeable and delivered the presentation confidently.

1	2	3	4	5
not at all		neutral		very much so

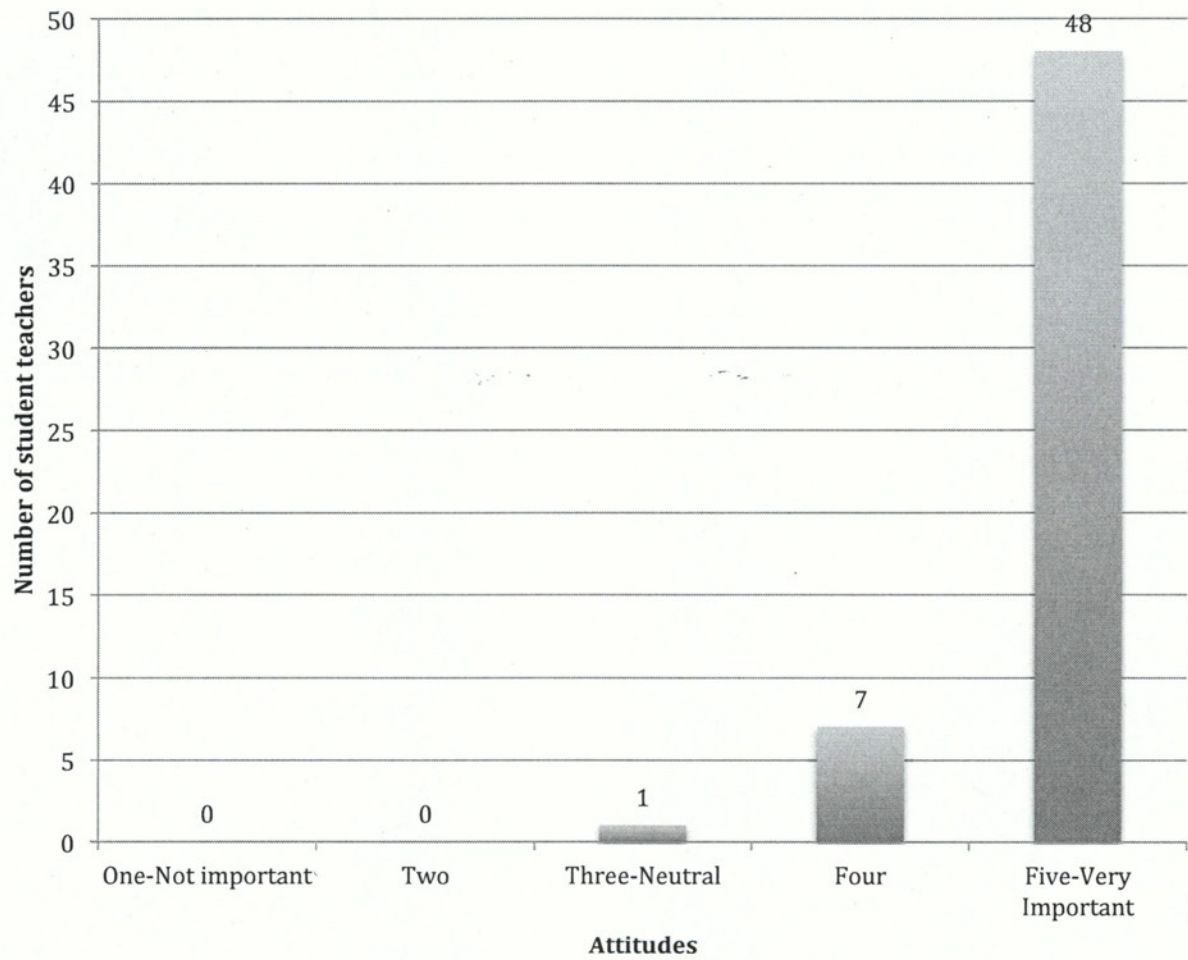
If you would like a copy of the text sets, please write your email: _____

Other comments/suggestions:

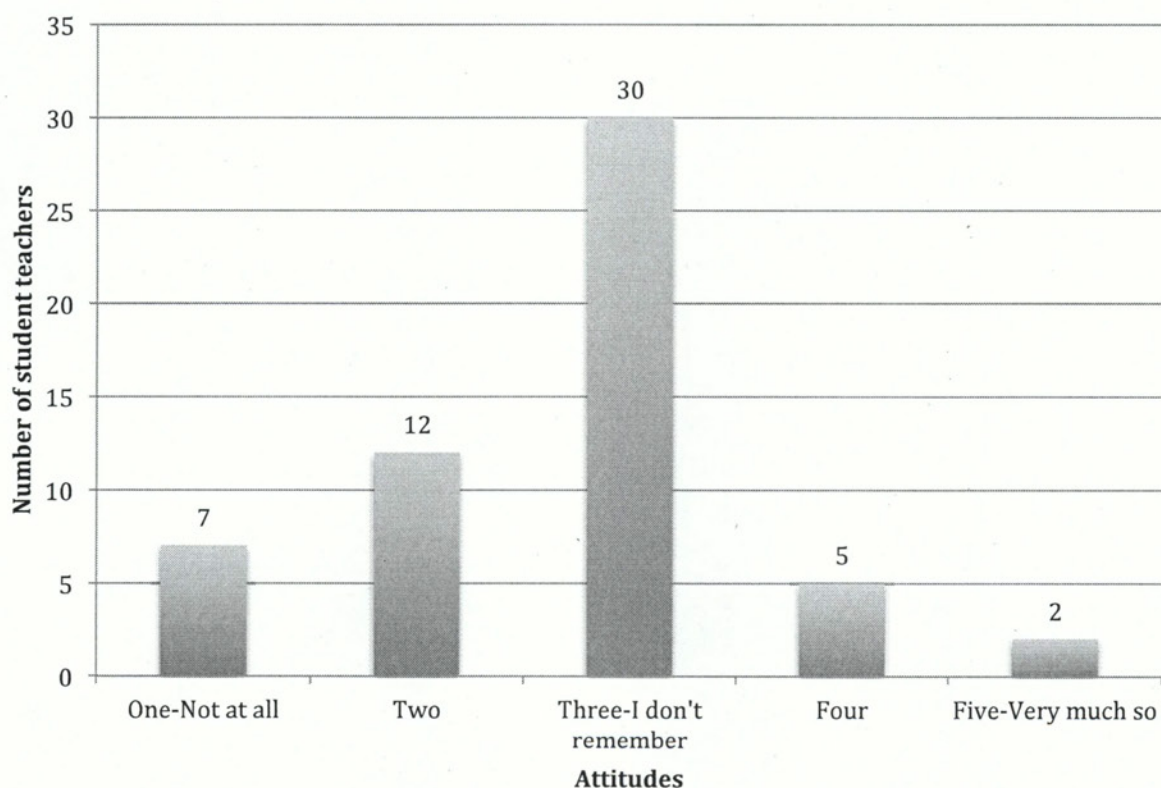
Pre Survey: Student Teacher Attitudes
Question 1: Exposing children in your
classroom to people and cultures different
than them.



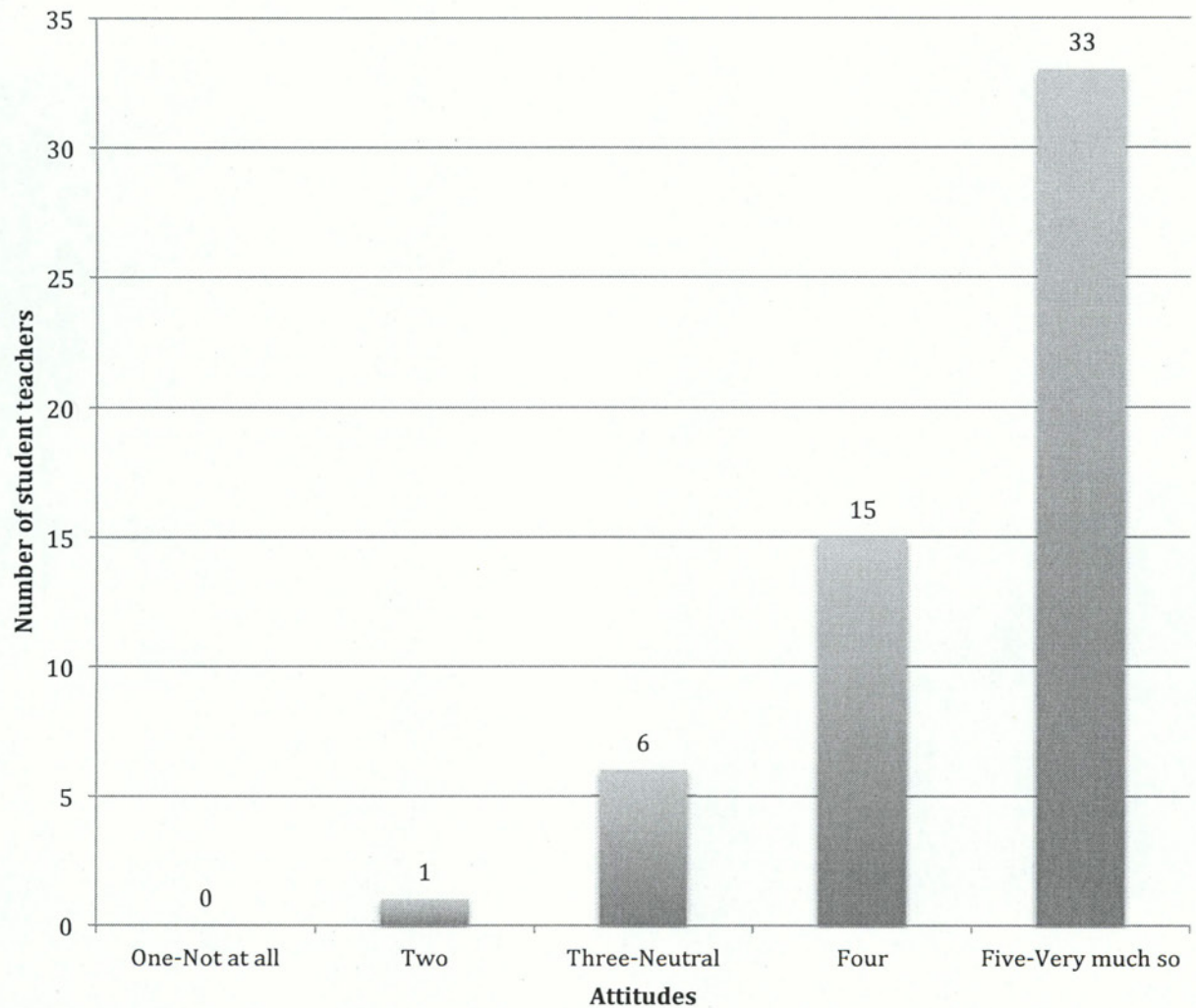
Pre Survey: Student Teacher Attitudes
Question 2: Having multicultural literature in
your classrooms



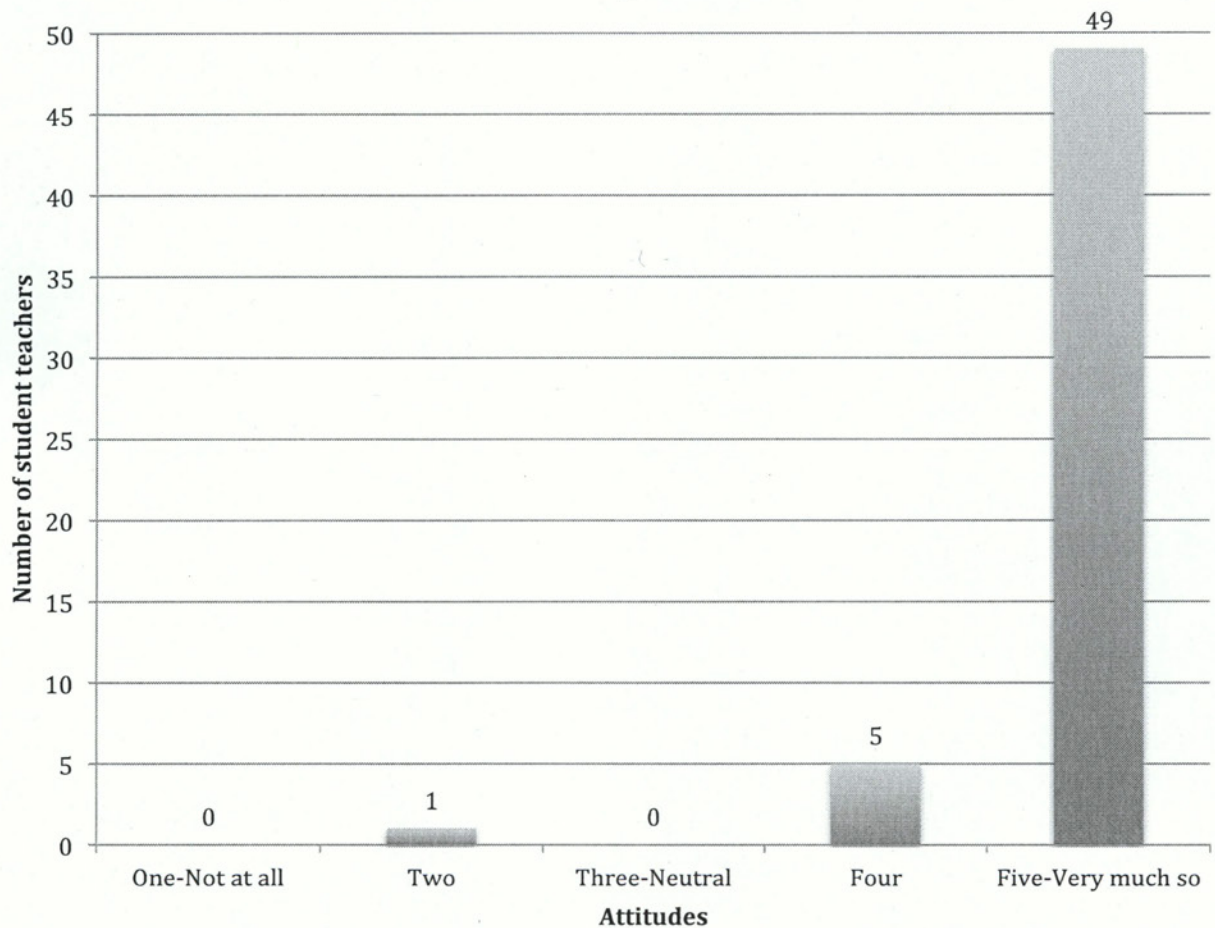
Pre Survey: Student Teacher Attitudes
Question 3: Thinking back to elementary school, did your teacher expose you to multicultural literature by read alouds, suggesting multicultural silent reading books, or book studies?



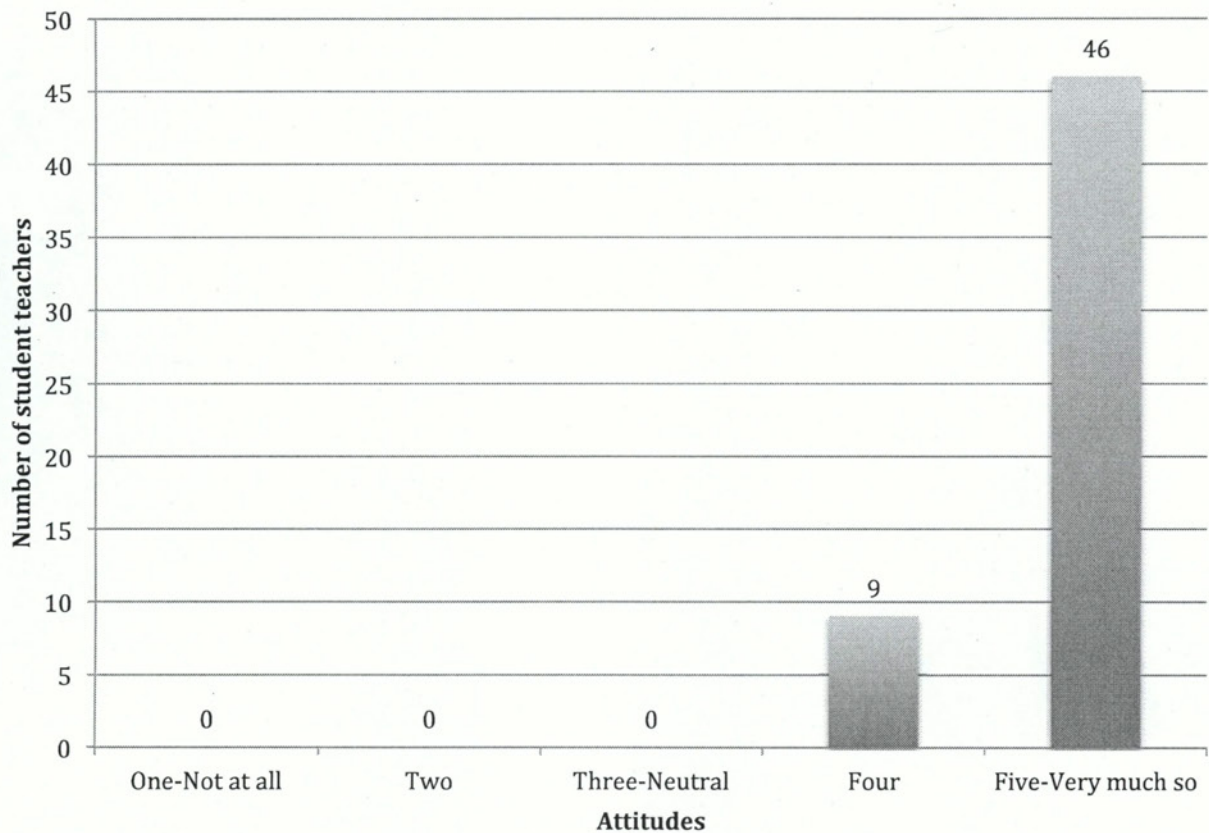
Post Survey: Student Teacher Attitudes
Question 1: I feel more confident about how to
pick high quality multicultural literature.



Post Survey: Student Teacher Attitudes
Question 2: I understand the importance of
multicultural literature in the classroom and
will strive to expose my students to it
whenever possible.



Post Survey: Student Teacher Attitudes
Question 3: The presentation was well thought out and the speaker was very knowledgeable and delivered the presentation confidently.



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